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ABSTRACT

This document is comprised of four Faculty Association of California Community Colleges (FACCC) newsletters. The September 2001 issue is entitled "Many Voices, One Goal," and contains the following articles: "Growing Pains, Faculty's Role in Governance," and "AB 1725 and Other War Stories," among others. The issue focuses largely on the many approaches to improving the quality of higher education. The December 2001 issue is entitled "Community Colleges Fight Back," and includes "The Epic Battle for Community Colleges," and "CC's Respond to the Challenge." This issue addresses the ways in which California's community colleges are protesting Governor Gray Davis's budget cuts. The March 2002 issue is entitled "Mission Impossible," and includes "Santa Monica College Goes to High Schools," and "Mesa College Leads in Teacher Recruitment," among other articles. The issue includes a special section on disabled students, and how faculty can use campus resources for helping to teach these students. The June 2002 issue is entitled "Innovation." Some of the articles in this issue are: "Greening Your College," "Speech Classes Online," and "City College Hosts the World." Also in this issue, the FACCC outlines the reasons why it supports the reelection of California Governor Gray Davis. These newsletters also contain a variety of feature columns. (NB)

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FACCCTS

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Volume 8 Number 1, September 2001
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Volume 8 Number 4, June 2002

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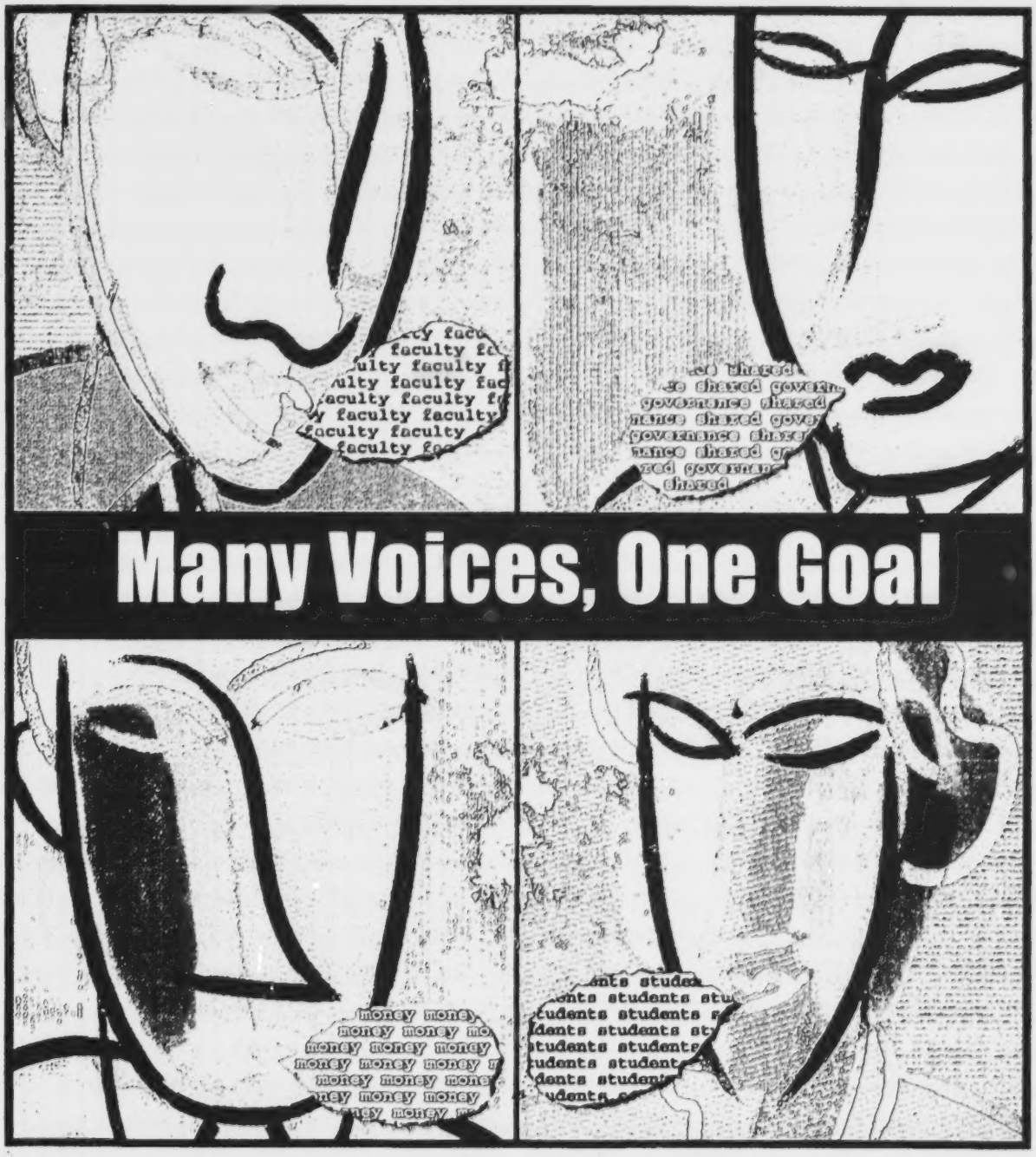
Volume 8 Number 1 September 2001

The Fourth Legislator Poll
page 24



Many Voices, One Goal

Also: FACCC Awards p. 37 • How to Get Funding for Conferences & Workshops p. 41

JC020451

Member-Get-A-Member Winners

It pays to recruit new members. Congratulations to the 2000-2001 winners:

Highest-Flying Sponsor: **Del Nelson of American River College**

Del was a letter signer and followed up with personal visits to 25 new members. He and his wife are spending a weekend in the wine country with dinner on the wine train and a night at a bed and brgakfast through Educators Value Travel.

Second Highest-Flying Sponsor: **Teresa Aldredge of Consumnes River College**

Teresa gave a presentation at a new-hire orientation for 14 new members. Teresa and her husband won a trip to Seattle with airfare, rental car and two nights at a bed and breakfast through Educators Value Travel.

Third Highest-Flying Sponsors: **Paula Burks, Mary Ellen Eckhert** and **Maria Fenyes.**

Paula, of Santa Rosa Junior College; **Mary Ellen,** of East Los Angeles College; and **Maria,** of Los Angeles Mission College each recruited 10 members. They received a one-year free membership from Educators Value Travel, which allows them to stay anywhere in the U.S. or the world for only $17 a night.

Trains, Planes and Automobiles

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Gifts include mug, lapel pin, watch, wall clock, conference registration, car rental, train trip and plane trip.

For more information and recruiting tips, see page 45 or *www.faccc.org.*

FACCCTS/Sept01

FACCC

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FACCCTS Wins Award

2001 APEX® AWARDS FOR PUBLICATION EXCELLENCE

For the second year in a row, *FACCCTS* has won a national APEX Award of Excellence in the category "One to Two Person-Produced Magazines & Journals." The winning entry was the March issue focusing on part-time faculty. The contest judges reviewed 5,100 entries in 11 major categories. Thank you to all *FACCCTS* contributors!

Inside

Many Voices, One Goal

Page 4

Everyone involved in the California Community Colleges is working toward one goal: to give quality higher education to 1.5 million students. But that's where the agreement often ends.

Growing Pains: Faculty's Role in Governance, *by Katherine Martinez* 4
AB 1725 and Other War Stories, *by Cy Gulassa* 6
Challenges of Shared Governance, *by Jean Lecuyer* 18
Tips for Successful Shared Governance 19
The More Things Change... *Interview with Tom Hayden* 21
Wanted: Faculty Activists 22
Will Students Wield Their Power? 23

9 Letters to the Editor
10 21st Century Faculty & Students
11 Assessing Gov. Gray Davis
24 *FACCCTS'* Fourth Legislator Poll
31 Book Reviews by John McFarland
35 Just-In-Time Teaching, by Mark Maier
37 Faculty Focus: Fran Chandler
38 Faculty Focus: Lantz Simpson
39 Faculty Focus: Carl Friedlander
41 Staff Development, by John Jacobs
42 FACCC Board of Governors
44 Book Review by Dana Morgan
45 Member-Get-A-Member Campaign
47 *Off Track* debuts in *FACCCTS*

FACCCTS

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EDITORIAL POLICIES

FACCCTS (ISSN 1535-3273) **is the journal** of the Faculty Association of California Community Colleges, a nonprofit professional association that lobbies for all California Community Colleges instructors, counselors and librarians, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. ***FACCCTS* is published four times** during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. *FACCCTS'* primary purpose is to provide a forum for faculty and the CCC "community." **Opinions expressed are those of the authors** and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to edit all text according to The Associated Press style and as deemed necessary. **For a copy of writers' guidelines**, please call (916) 447-8555, see the Publications section at *www.faccc.org*, or write to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790. **Visit FACCC at *www.faccc.org*** for legislative alerts, information on FACCC-sponsored legislation, daily political news, advertising rates, Question of the Month, discounted online purchases of books and other merchandise, special offers and more.

Growing Pains

Faculty's Role in Governance

by Katherine Martinez, Managing Editor

When community college reform legislation became law in 1988, faculty leaders were elated with a victory that gave them a stronger voice in governance.

But then everyone started to wonder how they were going to get all the work done. With power came greater responsibility.

"Now they're grumbling about, 'Damn, I wish I didn't have to go to that committee meeting," said MiraCosta College professor and former FACCC president Leon Baradat.

"AB 1725 really imposed a huge burden on faculty in the collegial sense," Baradat said, but it also "increased the amount of reassigned time to carry out those responsibilities."

As a colleague told him, "The only thing worse about not going to all those committees is not being at the table."

Those mixed feelings continue today, although most faculty members would agree that the 1988 FACCC co-sponsored bill rightly demolished the old system in which some autocratic college presidents never consulted faculty.

'A Faustian Deal'

John McFarland, a recently retired Sierra College professor and former FACCC president, said that with AB 1725, faculty leadership became less about ideas and more about application of ideas. And local academic senates, now charged with creating policy, were not interested in intensifying standards, so they ended up administering other people's ideas, namely the state Academic Senate's.

"This was a Faustian deal," McFarland said. "We in the faculty won the control of the curriculum that was appropriate to our profession. But we sold off the incentive to think through academic values at the local level."

Which suits some college officials just fine. Baradat said some administrators don't want faculty input unless there's a problem. But many do respect faculty opinions.

"The tenor of community college life has changed a lot," Baradat said. "I think there's a broader involvement in decision-making that's taking place and because of that it is more difficult to sit on the outside and lob the mortars of criticism in. I think there's been a gradual, almost glacial, change in attitude about what people think their job is."

He sees faculty resisting their governance role less and less, except for the amount of time it takes.

"It's been very healthy for us," Baradat said. "Very traumatic, but very healthy."

Growing Pains

AB 1725 ensured "faculty, staff, and students the right to participate effectively in district and college governance…"

The legislation essentially transferred power from deans to the academic senates, said Patrick McCallum, the former

17-year FACCC executive director who was the key strategist for AB 1725.

"The bill created a better overall process on governance," McCallum said. "...Certainly faculty have gained a tremendous increase in their voice. There's no question."

With collective bargaining and AB 1725, no state in the country has more defined power for faculty, he said. But it takes individuals to bolster that legislative power, and sometimes it hasn't worked well.

"In some cases...people focused more on process than on quality results," McCallum said.

Diablo Valley College President Mark Edelstein, a former Palomar College instructor who was state Academic President during the development of AB 1725, said one of the unintended consequences of the legislation was that it lead to more of a focus on faculty rights than responsibilities.

"Faculty sometimes are very concerned about...who gets to make this decision rather than what's in the best interest of our students," he said.

Administrators aren't the only ones who've noticed the problem.

"Those people in faculty leadership positions who insist on remaining in the negative,...that all they do is bitch," Leon Baradat said, "is worn, old hat and really quite inappropriate. Faculty is part of the establishment, they share in power and I think most faculty on the campuses have recognized it and have stepped up to the plate."

"There are some administrators that are still painting caves, but there are more and more administrators who accept the faculty as colleagues. That's really the point isn't it?" Baradat asked. "It's really incumbent on both parties to make it work."

Larry Toy, a former president of FACCC and the California Community Colleges Board of Governors, saw faculty's spirit of cooperation fade soon after AB 1725 became law.

"What I think was lost was the willingness to compromise," said Toy, a former Chabot College professor who is now president and CEO of the Foundation for California Community Colleges. But he added that a movement back toward shared responsibility has begun, both at the local and state level, in that both faculty and administrators are trying to reach common ground. "It's taken time to understand this new relationship," he said.

Toy was philosophical about why the disharmony lingers, explaining that it's difficult to share newly-gained power as South Africa's Nelson Mandela did. Mid-level deans whose power transferred to faculty academic senates were shut out of the governance process. Furthermore, those deans—unlike faculty—were no longer able to transfer to other colleges without losing tenure.

It was a natural evolution for faculty members to want to flex their muscles, Toy said, and like a spring that bounces up and down before landing, they had to figure out by trial and error how to accomplish their goals within the new landscape shaped by AB 1725.

"They're starting to understand that in the culture of a community college, the shared decision-making is so central that if they really want something to work, they need buy-in," Toy said. "...Faculty are now in a position where they need consensus."

That includes buy-in from administrators.

"Clearly a lot of CEOs feel very uncomfortable about speaking their minds about things," Toy said. "There's academic freedom for the faculty, but not for the administrators, and I think that's unfortunate. You should be able to say things even if it's controversial. We aren't quite there yet also as an educational institution. We preach diversity of opinion, but we don't accept it as much as we should."

Strained Relations

Not everyone agrees that relations between college groups are improving. Relations between faculty members and administrators vary widely from campus to campus. Mark Edelstein has talked with administrators around the state and sees "quite a bit of conflict."

"The new model of governance has brought less collegiality than expected," he said. "I don't think there's a great deal of respect for other constituencies..."

Of relations on his own campus, he said, "I think some days they're good, sometimes they're terrible, sometimes they're purposeful and creative, sometimes pointless and destructive. We can disagree on just about everything...

"When the dust settles, there's a residue of ill will and no clear resolution of the issues which would help to prevent future conflicts.

"So at a time when I think our colleges need to be more responsible, more flexible..." Edelstein said, "we're bogged down in a decision-making process that makes us very slow to act and slow to change."

California Community Colleges Board of Governors member Irene Menegas, one of two faculty representatives, has an answer to the common criticism that shared governance and consultation, its state-level counterpart, are too time-consuming.

"I happen to think democracy takes a long time," said Menegas, a Diablo Valley College professor. "Quick decisions—it's not an approach you want to take in an institute of higher education."

Menegas sees a rift between college groups that has widened dangerously over the years. Faculty members are

worried almost exclusively about academic matters, she said, and administrators focus almost exclusively on money.

Administrators were not well-organized when AB 1725 became law; many thought it didn't have a chance. But the Community College League of California and its executive director have since developed a sophisticated activist network of college presidents and trustees.

"Now, the administrators are highly organized." Menegas said. "David Viar can pick up the phone and get a letter to legislators across the street on any issue."

The fractured relations have led to a slow and steady deterioration of the state Consultation Council, which brings together representatives from all constituency groups to advise the state chancellor.

"Consultation itself is under attack," Menegas said. "There's an attempt to dismantle that."

State Chancellor Tom Nussbaum is stuck trying to keep everyone happy, she said.

"I don't think our chancellor is a great model of shared governance, because he does not routinely take academic and professional matters into consideration," Menegas said.

Community college leaders need to return to shared decision-making, she said, suggesting that the Chancellor's Office focus topics on best practices of shared governance, and consider more intensely what colleges and academic programs need when establishing agendas.

"We have lots of meetings but I'm not sure anyone's listening to anyone anymore," Menegas said.

It doesn't help that some state board members don't support the Consultation Council. Mengas said it's understandable because it's a lay board.

"The different constituents and their groups are seen as special interest groups," Menegas said. "The unions, FACCC and the Academic Senate are not special interest groups. These are the people doing the work in the colleges."

"We have lots of meetings but I'm not sure anyone's listening to anyone anymore."
—Irene Menegas

A Better College World?

Patrick McCallum stopped short of declaring that the California Community Colleges are better off now than they were before AB 1725, but points out that the law accomplished what the colleges desperately needed—a change in public perception.

"Community colleges at the time were suffering from a terrible image," McCallum said. This was partly due to some non-academic classes that legislators denounced as frivolous.

Among AB 1725's accomplishments were creating more full-time faculty positions, motivating faculty to help defeat a proposal for $30 per unit student fees, paving the way for the recent Partnership for Excellence program, giving students an official role in governance, increasing faculty diversity, increasing funding for program improvement, and funding growth at the full rate.

The new law "created a perception of change, and we're now high-quality institutions, and perception is reality," McCallum said.

Leon Baradat agrees that the system has improved.

"The community colleges, when I joined in 1970, they were like high schools except we had ash trays," Baradat said. "Today I think the community colleges are behaving more like the college institutions they should be."

Diablo Valley College's Mark Edelstein sees room for improvement.

"We're better off in some ways and worse off in some ways," he said. "I think we had an opportunity to implement a more collegial system, but looking back on it, I think maybe the whole notion that we could legislate a more collegial system was doomed."

It's clear faculty and administrators would like to improve relations. They just can't agree on how to do it.

"There needs to be recognition that there's a problem," Irene Menegas said. "We need to praise those colleges that work well, but administrators that get along with faculty are seen as weak."

"Leadership is not trying to keep everyone happy; leadership is modeling an excellent way," she said, offering Los Angeles Pierce College president Rocky Young as one example of a leader who has faculty support and who has turned an ailing campus around. "Why aren't we bottling that kind of thing? Why isn't that person giving speeches everywhere?

"Faculty are seen as complainers, but you give them a little money, they'll do fabulous things," Menegas said. "They're professionals. Treat them like professionals.

"It's devolved into a power struggle," she said.

Is there hope for peace among college groups?

"It would take a new attitude of cooperation and a recognition that the really important thing is not who's driving but where we're going as institution," Edelstein said. "If we keep arguing about who's going to drive, we're going to keep driving the same circles."

Academic Senate President Hoke Simpson declined to be interviewed for this article.

AB 1725 AND OTHER WAR STORIES

Editors' note—This February 1996 commentary is an excellent overview of AB 1725 history.

by Cy Gulassa

One problem with stories of war, earthquakes, and fires is that unless one has personally experienced the pain and destruction, these events quickly acquire the museum quality of history. To those born after the event or too young at the time to understand, they seem like embalmed exhibits of marginal value.

Assembly Bill 1725 of 1988 already belongs to the "war story" category. Just recently a letter was sent to a newly-hired community college instructor, congratulating him on his appointment and asking him to join FACCC. The letter reminded him that if it weren't for FACCC-sponsored legislation like AB 1725, he wouldn't even have a full-time job. Big mistake. The individual fired an angry note back saying he had been chosen over 300 applicants and five finalists because of his outstanding academic record and ability to teach. He resented the suggestion that a musty piece of legislation, written when he was a teenager, accounted for his success.

AB 1725 streamlined the community college system, strengthened accountability, and provided financial incentives for hiring thousands of new faculty . . .

This response shouldn't come as a surprise. Since the passage of AB 1725, community colleges have hired more than 4,000 new instructors, many of whom have little or no understanding of the bill's genesis or purpose. At the risk of sounding like Gramps describing D-day or Uncle Jack the evacuation of Saigon, let's share a brief history lesson.

Nearly two decades ago in 1978, Proposition 13, spawned by irate tax-payers, shifted the community college funding base from local property taxes to Sacramento, effectively ending the local control that allowed community colleges to do anything their communities would tolerate. Along with funding, power flowed downstream to Sacramento. The brawl among different factions for influence at the state level — unions, CEOs, middle managers, trustees, classified — grew nasty. Organizations' lobbyists bragged that even if they couldn't pass legislation of their own, they had the power to maim anybody else's. Weakest of all were the academic senates, which had only feeble "meet and confer" power that boards could ignore or manipulate.

For the first time, the community college curriculum came under intense, skeptical, statewide scrutiny. Popular courses like "Macramé" and "Getting Inside Your Pet's Head," demand for recreational PE courses like jogging, and adult education credit programs of questionable substance drew withering criticism from legislators who balked at paying for the expanding programs and swelling enrollments, and questioned the purpose and mission of community colleges. In 1982, the colleges were forced to prune $30 million worth of "avocational, recreational, and personal development courses" from community college course offerings. In a remarkable 1983 power play, Gov. George Deukmejian gouged $100 million out of the community college budget and kept it hostage until liberals caved in and imposed tuition beginning in fall 1984. He claimed the fees ($5 per semester unit/$100 max per year) would make students more responsible and reduce the "revolving door" of no-shows and dropouts. With the combination of program cuts and fees, enrollment, which peaked at 1,420,247 students in 1981, dropped to 1,175,685 by 1984 and the long-cherished ideal of a free education for all of California's citizens was officially dead.

Community college faculty, too, came under fire. Evaluation was spotty and ineffective; tenure certain and swift; and for purely economic reasons, part-timers gradually displaced full-timers to the point where the youngest members of many divisions were in their forties and fifties. One 1985 study predicted that if core faculty were not renewed, 40 percent of all instructors would be in their 60s by 1994. Reformers also believed local academic senates needed strengthening so they could complete with unions and management and assure sound educational policy.

Local districts, only tenuously controlled by the state Chancellor's Office, routinely ignored state mandates, and some even spun out of financial control, accelerating demands for greater accountability and centralized state control.

At the same time, in the early 1980s, reports of the demographic revolution that would thrust minorities into majority by 2000 were surfacing. The 1985 Stindt study revealed that even though 34 percent of community college students were minorities, 85 percent of community college instructors were Caucasian.

These conditions and their trend lines alarmed both educators and politicians. In 1984, a citizens' *Commission for Review of the Master Plan for Higher Education* was formed. Its first legislative-mandated task was to study the out-of-control community college system, a process that took two years, involved the testimony of hundreds, and produced reams of recommendations. Conservatives wanted to establish rigorous admission standards, replace local boards with regional ones, have the state chancellor appoint local CEOs, and shift ESL and most remediation to adult education. Liberals insisted on open access, providing remediation for disadvantaged groups, and rebuilding the core of full-time faculty with special attention to affirmative action.

In March of 1986, the citizens' commission produced a document, *The Challenge of Change,* and in December two special task forces were created, one dealing with personnel issues, the other with finance. The charge: to design changes reflecting the recommendations of the commission. Working closely with a Legislative Joint Committee chaired by [then-]Assemblyman John Vasconcellos, these task forces, composed of representatives of all community college segments and chaired by faculty, packaged dozens of complex reforms into an omnibus bill that became known as AB 1725. To the surprise of many who predicted it would never pass because of its multi-million increase in the community college budget and its revolutionary provisions, Gov. Deukmejian signed it into law on Sept. 19, 1988.

Fifty-nine pages long, AB 1725 did not simply reform, it revolutionized the 106- [now 108] college system. Among many other changes, it:

- Created a state community college system and delineated the functions of both the state and local boards;
- Defined transfer and vocational education as the primary mission, remediation as an essential function, and community services as an authorized function;
- Promoted access and success through matriculation and basic skills programs;
- Required peer evaluation of all full-time and part-time faculty on a regular basis;
- Abolished tenure for administrators because its primary purpose is to protect academic freedom, not jobs;
- Abolished faculty credentials because they were too general and permissive, often allowing instructors to teach with minimal training or outside their field of expertise;
- Ordered the state Academic Senate to establish minimum academic qualifications for all disciplines;
- Increased tenure probation from two to four years, thereby eliminating what had become automatic tenure.
- Mandated the development of local hiring criteria sensitive to student diversity;
- Established one of the most powerful affirmative action programs in the nation along with a special diversity fund with the statewide goal that by 2005 faculty will mirror the proportion of the adult population;
- Defined orderly procedures for layoffs, including faculty service areas and competency criteria;
- Devised powerful financial incentives for hiring new faculty and restricted the use of part-timers with the overall goal that 75 percent of all credit instruction should be taught by full-time instructors (known as the 75/25 ratio);
- Created a faculty and staff development fund that annually has provided $5 million for training, innovation, and professional travel;
- Abandoned average daily attendance as a funding base and substituted a "program improvement" mechanism that served as a transition to program-based funding. It also funded new students at the complete Full Time Equivalent Student rate rather than at the two-thirds rate.

AB 1725 professionalized community college faculty; it provided them funds to keep skills honed and the legal clout to serve as a check on autocratic administrations, thereby achieving a balance of power. It did so by declaring that districts derive their authority from two distinct sources — trustees and faculty:

"The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public...Faculty members derive their authority from their expertise as teachers and subject-matter specialists and from their status as professionals."

Based on this premise of dual authority, AB 1725 distributed power widely among all community college employees, but particularly academic senates. It ordered the state California Community College Board of Governors to write minimum standards governing local districts that ensure "faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

Heeding the mandate, the state community college board approved regulations in Title 5 that require all local boards to "consult collegially" with senates, which means boards must "rely primarily upon the advice and judgment of the Academic Senate" or absent that, be obliged to reach mutual agreement

See AB 1725, page 40

Director Appreciates Suggestions

Thank you for printing the article on students with psychological disabilities *[FACCCTS*, June 2001], especially the article by Dr. Beyer from Pasadena City College ["How Faculty Can Help" and "Tips for Successful Conversation"]. It was timely and I found it very helpful.

Last year, Citrus College had an unusual number of incidents involving students with psychological disabilities. Being an open-entry institution, it is beneficial for faculty to be informed as to how to work with students who belong to this increasing population of students.

I'd like permission to reprint Dr. Beyer's article in the first issue of our new faculty newsletter. It was gratifying to see not just one article on this topic, but five. The series of articles is an important start to serving students, including those with disabilities.

Vince Mercurio
Director, Disabled Students Programs & Services
Citrus College

Difficult Students: Don't Be Mr. Nice Guy

I teach in community college, high schools, and middle schools during the same semester. Also, recently I had a group of high school students that were going for college credit on a "Jump Start" program.

I encounter terrible discipline problems in middle school and high school. In college, the "Jump Start" students tried to destroy me. (They were from a disciplinary school.)

You have to act quickly in a compressed but progressive disciplinary manner. There must be heavy documentation very early. I developed forms and had an indexed notebook binder with plenty of paper. I alerted the department chair, the counseling staff, and administration early. I made notes on each meeting I had. I call classes to order twice in an ordinary voice. I issue a general warning about misbehavior. I form groups and talk to offenders in a quiet way. This can be done in a first meeting or early meeting.

If the offender still misbehaves, I will contact security to have the offender removed. I may contact the registrar to have the disciplinary problem dropped from the course. Other students will see this and in most cases behave. In essence, you go through steps and act in a very swift manner. I had to learn this process the hard way. I used to be Mr. Nice Guy. It doesn't work!

Ronald Berg
Part-time faculty
Los Angeles City College and
Los Angeles Trade-Technical College
Substitute teacher
Los Angeles Unified School District

Praise from Fullerton

Executive Director Jonathan Lightman received this letter via e-mail. It is reprinted with permission:

The recent issue of *FACCCTS* was really appreciated. It is very informative and the hours of hard work are very evident. As always, it's good to see and read your column and all the other articles.

As the *Sacramento News & Review* indicated, "FACCC is the Best Political Voice for Community College Faculty in the State." It is definitely true.

Janet N. Emoto
Fullerton College

FACCCTS welcomes letters. Write to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814-2790 or e-mail *faccc@aol.com*. Please limit letters to 250 words or less and include your name, address and daytime phone number for verification. *FACCCTS* reserves the right to edit letters for length, clarity and style.

21st Century Students, 21st Century Colleagues

Carolyn Russell

These 1999-00 figures from the Chancellor's Office reflect the latest complete data: 502,047 new students, 1,270 new tenure-track faculty, 8,845 new temporary faculty. Divide those numbers by 108, the number of colleges in our system, and you get an average for the number of new faces on any given campus. We know that 2000-01's numbers will be even higher. What do we need to know about our new students and colleagues to integrate them effectively into the community college system in ways that ensure teaching and learning success?

Take a look at the students who are milling about the parking lots, standing in line to register for classes, waiting to see counselors, and begging to be added to already-closed classes. They are ethnically and racially diverse, about evenly divided between male and female, and range in age from 17 to 70. The average age of our students has been about 27, though it has been gradually dropping and will continue to do so as Tidal Wave II strikes.

Ten years ago I was one of the youngest faculty members in my department. In January, I will be the oldest.

What do we know about the increasing number of recent high school graduates who are coming to us? Each year the staff of Beloit College in Wisconsin puts together a student profile to share with faculty. A few examples: Today's 19-year-olds were born in 1982. They have no recollection of the Reagan era and probably don't know he had ever been shot. There has been only one pope. Atari predates them, as do vinyl albums. The expression "You sound like a broken record" means nothing to them. They never took a swim and thought about "Jaws." They don't know who Mork was or where he came from. Kansas, Chicago, Boston, America, and Alabama are places, not rock bands. Tiananmen Square means nothing to them. They don't have a clue how to use a typewriter.

Now, take a look at your colleagues. Do you see a mix of older full-time faculty members, most of whom were hired pre-1977, a few full-time faculty hired between 1980 and 1992, and a surge of generally younger full-time faculty hired in 1997 and beyond? I was hired in 1976 and 10 years ago I was still one of the youngest faculty members in my department. In January, I will be the oldest. Fiscal changes, Proposition 13 and the economic downturn of the early '90s forced colleges to reduce all hirings, encourage retirements, and rely more on an overwhelmed part-time workforce.

As a result, we have not had a steady stream of new, full-time faculty who have gradually absorbed our history. (Part-time faculty members are often discouraged from integrating into the college community at all, but that's a story worthy of a separate article.) What, I wonder, would our new hires think if we began to discuss: Proposition 13, the Winton Act, The Rodda Act, AB 1725, Title 5, shared governance, a two-year tenure process, computerless classrooms, computerless offices, no e-mail, no voice mail, lots of transfer courses, fewer developmental courses, the traditional face-to-face classroom save for an occasional television course, college presidents and vice presidents rather than CEOs and CIOs, and more generous funding for conferences?

I asked two newly-hired faculty on my campus "Are there ideas that you feel you cannot discuss with your colleagues who have been teaching for twenty-plus years? What classroom, educational, and life experiences have you had that would cause older faculty to wonder what language you are speaking?"

Edward Ibarra told me that he didn't see much difference in what was happening in the classroom but that "there was more of an expectation that new hires be more willing to overload or change their course schedule, and that they take on certain committee work."

Muata Kamdibe said, "I feel that there are slight personal and professional gaps between me and my colleagues. The gap is generational and cultural...since I am only 30 years old, I feel as though I am straddling a fence between my colleagues and my students...Culturally, I've come to realize that many of my older colleagues have had limited daily interaction with African Americans."

I pose the same questions to those of you hired in the last one to five years. E-mail me at *FACCCPres@aol.com* and when I get enough responses, I will compile them and do a follow-up column. Let's open up the dialogue and close the gap.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC.

Who's on First: Assessing Gov. Gray Davis

Sacramento legislators and lobbyists are often accused of developing a "Beltway" mentality. After a few years in the Capitol, the argument goes, they discover the need for symbiosis and lose their ability to assess each other objectively.

While not conceding the point, I wanted to speak with a politically, ethnically and geographically diverse group of FACCC leaders about our perceptions of Gov. Gray Davis and his first three years in office. I was particularly interested in hearing whether those of us in Sacramento assessed his performance differently than those in other parts of the state.

Jonathan Lightman

Joining me in a June 25 phone conference were President Carolyn Russell (English, Rio Hondo, full time), Fran Chandler (Business, Santa Monica, full time), Robert Yoshioka (Sociology, Allan Hancock, part time) and Carrol Waymon (Behavioral Sciences, San Diego Mesa, full time). The following are excerpts from our three-hour conversation.

Jonathan Lightman: Gray Davis' victory, aided by FACCC's campaign endorsement, prompted faculty optimism that he would begin addressing the longstanding issues in the community colleges. Has he done that?

Carolyn Russell: It's been a mixed bag. When he came to his endorsement interview, he promised community colleges 11 percent of Proposition 98 revenues. [See September 1998 *FACCCTS.*] We have yet to see that.

Last year, he fully funded Partnership for Excellence. He demonstrated some faith in that funding stream, except that now, there doesn't seem to be any money for Partnership. How can we ascertain what changed his mind?

Carrol Waymon: Is he making progress toward 11 percent on the Prop 98 split?

Lightman: There are two issues. One is the total allocation for community colleges, the other is the Prop 98 split. While we haven't made progress on the split, he has given us the highest augmentation of any governor to date.

Fran Chandler

Robert Yoshioka

Carrol Waymon

Waymon: Shouldn't we see that in a positive light?

Russell: Part of that is a function of the economy. You can over-appropriate Prop. 98 revenues when the economy is performing.

Fran Chandler: I agree. One of the reasons that Davis hasn't been behind our issues is that he doesn't see them as his own. Community colleges aren't a cause because we don't have enough votes. I fear that he will withdraw his support for part-time [faculty] equity.

Robert Yoshioka: Part of the problem with his commitment to part-time equity is that it's not real sexy. It doesn't resonate with any group except the part-timers and we don't have enough leverage to effectively attract and hold his attention. I remember the early days of his administration when we were scratching our heads about how to access him. To me, he's still an enigma.

Waymon: He seems to have moved from that first year when we questioned our access to him. During the first year of his administration, he really did seem to turn his back on much of what he had promised to the community colleges. So at the end of his first year, I was very skeptical, wondering if he really meant what he had been saying about his being an education administration. But as he moved on into his second year, he began to fulfill many of his promises and by some of our collective consensus went even beyond many of our considered expectations.

His image has moved from one of negative or neutral to positive.

Russell: I agree with Carrol. The first year, when we said "What happened to the promises?" he said he had to focus on K-12. We can't deny that last year's budget was huge, although from a faculty perspective, it was an administrators' budget. This year, he has demonstrated that he is in our corner with a far more pro-faculty budget.

See Who's on First, page 13

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Who's on First, *continued from page 11*

Chandler: As a Republican who crossed the line and voted for Gray Davis, I feel particularly betrayed by him. If the faculty money falls [in this year's budget], it will demonstrate his lack of respect for faculty. The fact that he hasn't come forward on 75/25 [full-time/part-time faculty ratio for classroom instruction] or the Prop 98 split shows that he is searching for his own issue and everything else be dammed.

Waymon: Fran, what would it take for Davis to show that he has respect for us?

Chandler: He would need to make changes that matter to us. He needs to rein in the state chancellor on issues, like the "50 Percent Law." This could be his issue, when the state audit shows that 60 percent of the districts are in violation.

Lightman: We have to credit Davis with access to his administration. Over the past three years, we have noticed significant improvement. On Assembly Bill 420 [of 2000], he worked with [former Education Secretary] Gary Hart to salvage a bill that eventually led to the part-time faculty compensation proposal. This stands in contrast to FACCC's relationship with previous governors. The fact that the part-time money was proposed in January speaks volumes about where he is going. Also, his appointments [to the CCC Board of Governors] have been much more pro-faculty than those of prior administrations.

Chandler: I agree with you there, but they need to rein in the chancellor, and I haven't seen it yet.

Russell: His appointments have been very good. They are people interested in the system and are working hard to make changes. This board is far more proactive, so both the chancellor and the faculty are put in a responsive position.

Waymon: His appointments have been good. Are there any obvious roadblocks that may hinder us from getting a hearing? I don't know of any. Have his appointments been our advocates? I think they have been.

Russell: On the part-time money, the board members have worked hard on that. [On the other hand] we keep getting mixed signals on the 50 percent law. They don't appreciate that this is an appropriate way of keeping track of expenditures.

When we go into a declining economy, we see increased enrollment. If we can't get 11 percent of Proposition 98 funds, we need more predictability.

Chandler: I'm fearful that the governor doesn't know how to handle the declining economy. He's oriented toward big business, yet the economy rests with small business. While he proposed giving money to community colleges for energy savings, he should have worked a year ago on long-term [energy] contracts.

Russell: What does he need to do for faculty to prove that he's in our corner?

Chandler: Watch him to see that he doesn't shift the blame if the faculty measures aren't approved. He needs to equalize funding between the three systems of higher education and take leadership in the Master Plan discussion to reduce the overlap between the systems.

Russell: On the human resources, he's got to recognize the need for new faculty, 75/25 and professional development.

Lightman: Do you perceive that the Davis administration has been receptive to FACCC's lobbying efforts on behalf of part-timers, through AB 420 and the compensation dollars?

Yoshioka: Absolutely. It is long in coming, and almost too little too late. It's not FACCC's fault and not Davis' fault. It's the way we do business in higher education.

Russell: In terms of Davis, there has been greater emphasis on helping part-time faculty. Having a budget line item for part-time compensation is revolutionary.

Lightman: Let's spend a few minutes discussing the overall record of his administration, beyond community colleges.

Chandler: I have seen no corrective measures [on energy]. When you threaten to [seize companies by eminent domain], it's not going to bring in competition. He's pointing the finger at the same businesses that are contributing to his campaign coffers.

Russell: He's certainly done a better job with funding on K-12. He certainly has demonstrated an interest in education and backed it up with funding.

Lightman: I'd praise him for proposing an expansion on the Healthy Families program. This could be the one major initiative to cut into the uninsured population in California.

Waymon: I agree.

Chandler: I don't know how to make him see that our issues are issues that can get him re-elected, but I have a feeling that we could.

Waymon: Service learning could be one such issue.

Russell: We tried with a budget change proposal, but it just dropped out.

Yoshioka: That's the crux of the issue. If we enjoy the fruits of a tripartite educational system, community colleges don't get the respect of UC and CSU.

Lightman: Let's conclude by talking about prospects for re-election. We have a lot of time between now and November 2002. I think the energy crisis will dissipate. Davis will say he stood up for consumers and improved K-12 education. History and demography will help him. I believe he'll be re-elected, even if he faces [former Los Angeles Mayor Richard] Riordan.

> ***"I don't know how to make him see that our issues are issues that can get him re-elected, but I have a feeling that we could."***
> **—Fran Chandler**

Russell: I agree with you. For the liberals, he can promote the theme of energy conservation. He is an excellent campaigner.

Waymon: To win, he'll need to face immigrant issues. He'll say he stood up to big business during the energy crisis.

Yoshioka: He'll probably be re-elected, but for me he's more of a ghostly, than dynamic, presence on our state's problems. I'll have difficulty voting for anyone else. I think there's a lot of people who will take a back seat and just not vote.

Chandler: His chances of being re-elected hinge on the power crisis. I think he'll spin it real well because he's hired the right people. The only thing that might hurt him is if the public gets wind of some of the campaign contributions from the utilities and other energy companies.

P.S. One challenge of writing a column is knowing what to discuss two months ahead of schedule. When we held this June 25 conversation, we had no idea how the governor would treat the community colleges in the state budget. At press time five weeks later, we have the results, which are mixed—at best.

On the positive side, community colleges received a healthy 3.87 percent cost of living adjustment, and 3 percent growth. Part-time faculty members were finally afforded recognition with a $57 million increase in compensation and $4.7 million in expanded office hours.

The flip side to this news is both dramatic and draconian. Of the $550 million in gubernatorial cuts to the total state budget, 23 cents of every dollar came from community colleges. Gov. Gray Davis excised $49 million in base budget dollars from both scheduled maintenance and the Instruction Equipment and Library Replacement Materials Program. This $98 million hit will make it more difficult for our system to operate next year. FACCC has been successful in drawing media attention to the issue and is working in coalition to restore all or part of this money.

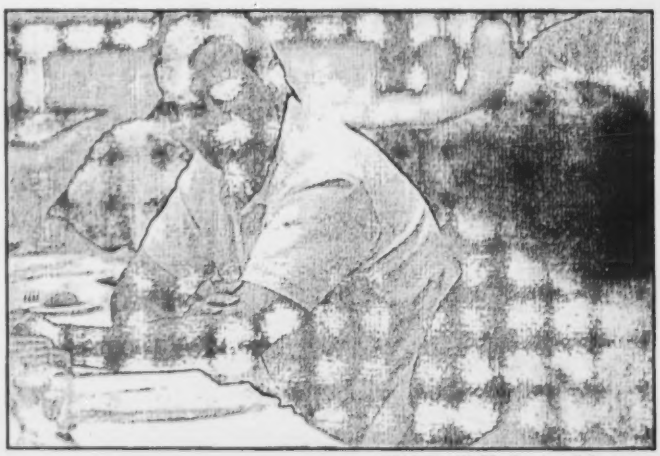
There is no question that state programs and services suffer during a declining economy. When the community colleges suffer such a disproportionate hit, a new assessment of Davis' performance may be in order. As with any governor, however, a truly accurate assessment can only be made after a full four-year term. I welcome your comments.

Please respond to this discussion by e-mailing *jlfaccc@aol.com*. Let us know what you think about the governor's performance and what you might have said during the phone conference. Keeping this dialogue alive prevents any of us from developing a "Beltway" mentality.

Jonathan Lightman is executive director of FACCC.

Discussing the Colleges' Future

Bob Moore, a member of the California Community Colleges Board of Governors, discussed the community college budget with the FACCC Board of Governors during its July planning retreat in Folsom, Calif.



FACCCTS/Katherine Martinez

Some of the following items were first published in the *FACCC Weekly E-mail Report.*

Name Change Considered

The FACCC Board of Governors Communications Committee seeks a new name for the journal *FACCCTS.* The committee invites FACCC members to submit ideas. If we use your idea, you'll win $50. Send your submissions by Oct. 5 to Communications Director Katherine Martinez at (916) 447-8555 or *k7martinez@aol.com.*

Chu Wins Special Election

FACCC Member Judy Chu won the May 15 special election to represent the 49th Assembly District, which includes Monterey Park, Alhambra and Rosemead. Chu received 58 percent of the vote; no run-off was needed.

A psychology instructor at East Los Angeles College, Chu becomes the fourth FACCC member in the Capitol. The others are assemblymembers Mike Briggs (R-Clovis), Dario Frommer (D-Los Angeles) and Sally Havice (D-Cerritos).

New Board Members Named

Gov. Gray Davis appointed George Caplan and Melba Muscarolas to the California Community Colleges Board of Governors in May.

Caplan, 58, of Los Angeles, is the managing partner for the Los Angeles office of Kaye Scholer LLP. He earned a bachelor's degree from UC Berkeley and a law degree from Columbia Law School. Muscarolas, 39, of Orinda, is president of state relations for Pacific Bell. She earned a bachelor's degree from the University of Southern California.

FACCC Endorses Candidates

FACCC has endorsed the following candidates for the March 2002 election: ***Assembly:*** 63rd District—Sam Stavros (R) (FACCC member), 78th District—Vince Hall (D). ***Senate:*** 40th District—Denise Ducheny (D), ***Treasurer:*** Phil Angelides (D) (incumbent). ***Superintendent of Public Instruction:*** Senator Jack O'Connell (D). FACCC will announce more endorsements over the next six months.

FACCC In the News

FACCC drew attention to community college funding in the state budget with a July 26 press release that resulted in articles and editorials in *The Sacramento Bee, The Los Angeles Times, The San Diego Union-Tribune,* and *The San Jose Mercury News.* FACCC Executive Director Jonathan Lightman, Vice President Richard Hansen of DeAnza College and FACCC Governor Margaret Quan of Diablo Valley College were quoted.

FACCC members interested in becoming media contacts should call Katherine Martinez at (916) 447-8555 or e-mail *k7martinez@aol.com.*

Workshops-to-Go Offered

The FACCC Education Institute has developed a menu of short workshops available to individual colleges for flex

CERTAINLY EACH OF US HAS GIVEN THIS MATTER MUCH CONSIDERATION. AND WITHOUT LISTENING TO ONE ANOTHER, WE WILL ALL WANT TO TALK AT GREAT LENGTH BEFORE A DECISION ARRIVES.
BUT NO DECISION EVER ARRIVES – NOT WITHOUT A SUBCOMMITTEE AND AN UNBIASED ASSESSMENT RUBRIC.
TRUE. YES. VERY TRUE.
EXCUSE ME. BUT I MUST PROTEST ON THE GROUNDS THAT THE WORDS "ARRIVE" AND "DECISION" ARE OFFENSIVE. THAT THIS COMMITTEE IS OFFENSIVE, AND THAT I MYSELF AM OFFENSIVE.
YES! WOOF!!
WOOF WOOF TRUE.
LET'S HANG OURSELVES.

WAITING FOR A DECISION, A TRAGICOMEDY IN AN INFINITE NUMBER OF ACTS

Matt Hall

days and other staff development opportunities. Many are shorter versions of successful regional workshops FACCC offers. Topics include academic integrity, retirement issues and updates, legislative updates and analyses, and "the big picture" of the community college system for newly-hired faculty. See details under Workshops at *www.faccc.org* or call Professional Development Director Paul Simmons at (916) 447-8555 or *psimmons@faccc.org*.

Jacobs Elected President

Congratulations to FACCC Governor John Jacobs, who was elected president of Pasadena City College's faculty union, a California Teachers Association affiliate.

Allan, Masada are Endowed Chairs

Douglas Allan, a Santa Monica college biology professor known for his passion for botany and his innovations in the classroom, was recently named the recipient of the Avaya Inc. & Anixter Inc. Chair of Excellence, the first recipient of the endowed chair.

Allan, a FACCC member since 1994, will receive $5,000 a year for each of the next three years for projects of his choice that will enhance his teaching. He said he plans to use the funds to continue to develop active learning strategies in the classroom. Allan has taught a wide range of biology classes at Santa Monica for 24 years, but has developed a particular expertise in botany. He has started and tended native plant gardens throughout the campus and involves groups of students in caring for them.

FACCC member and physics professor Richard Masada was named recipient of the Marvin Elkin/Northrop Grumman Chair of Excellence last fall.

The chairs of excellence are the first such endowments in SMC's history and are believed to be rare for a community college. Each chair was created from a $100,000 gift; awards are funded from the interest earned on the endowments.

CCC Grads Honored

Two California Community College graduates were among the 12 Outstanding Alumni award recipients honored by the American Association of Community Colleges at its annual convention in Chicago last spring.

Winifred Hervey, who graduated from Allan Hancock College in 1975, is the creator of "The Steve Harvey Show" on the Warner Brothers network. The half-hour situation comedy recently won its second Image Award from the National Association for the Advancement of Colored People. Hervey, the chief writer and executive producer of the show, credits Allan Hancock College with nurturing her interest in cinematography. "I probably got more attention there as a student because the film department was small and new, so we were all pioneers," she said. Hervey went on to study at Loyola Marymount University.

Dick Vermeil, head coach of the Kansas City Chiefs, is a graduate of Napa Valley college, where he also coached football in the 1960s. He is well-known for leading the St. Louis Rams to a Super Bowl victory in January 2000. Vermeil regularly donates to an endowed scholarship fund at Napa Valley College that provides about $1,200 a year to a machine tool technology student.

Report on Libraries

The U.S. Department of Education's National Center for Education Statistics announced the release of "The Status of Academic Libraries in the United States: Results from the 1996 Academic Libraries Survey with Historical Comparisons." This report presents a description of the status of academic libraries in 1996, at a time of rapid technology-related change and

Teaching Tip

Motivational Aid

I'm convinced that even a "hard" class such as physics can be passed by most students, if they have sufficient motivation.

As a two-year college, we focus on remediation more than the four-year colleges do. At a four-year college, my attitude would be, "You aren't motivated? Well if you don't care I don't care, here's your F." But since I teach at a two-year college, I have found the following tip helpful. The less mature students think only in terms of immediate gratification. A long-term thing, like a good or bad grade weeks away, is not "real" to them. Paying attention in class, taking good notes, and going over the notes immediately after class is not a priority because there is no immediate reward.

So I give them an opportunity for an immediate reward. I strategically place a few deliberate mistakes in my lectures. These mistakes are typical of the kinds of errors I've seen on exams. The first student who points it out gets a small amount of extra credit. If no one gets it within a few minutes, I point out the error.

The actual number of points is tiny, so it doesn't actually help their grade much. But it does motivate them to pay attention, take good notes, and go over them immediately after class. The real payoff comes when they do well on their exams.

—Akemi Kayleng Knight, Physics, Los Angeles Valley College

increased introduction to electronic services.

Highlights include: academic library expenditures for full-time equivalent student in constant 1996 dollars were $445 in 1974 and $431 in 1996. Low points in expenditures per FTES were in 1981 ($372) and 1990 ($392). Between 1990 and 1996 expenditures per FTES increased by about 4 percent in constant dollars.

Based on counts of higher education staff collected since 1976, it appears that library staff growth has not kept pace with total postsecondary education staff. Since 1976, total library full-time equivalent staff has increased by 18 percent, while the total full-time equivalent staff in postsecondary degree-granting institutions has increased by about 38 percent. The total number of library staff, including student assistants, declined by about 1.3 percent from 1990 to 1996.

To order the $15 report, call the Government Printing Office at (202) 512-1800 or order online at *www.bookstore.gpo.gov.*

Mossman Resigns

James D. Mossman, chief executive officer of the California State Teachers' Retirement System announced his resignation on June 28. Mossman will leave in December to become executive director of the National Council on Teacher Retirement, an independent association dedicated to safeguarding the integrity of public retirement systems for teachers. Tentative plans called for a new CalSTRS CEO to be chosen by the end of the year.

Cabrillo Program Ranked in Top 10

Excellent teachers and a dedicated community of participants have help students in the dental hygiene program at Cabrillo College become some of the top-ranked in the nation. The results of the recent Dental Hygiene National Boards, which tests students' knowledge, ranks Cabrillo 10 out of 231 dental hygiene schools nationwide.

The program has been in existence for 30 years. Bridgete Clark, director of dental hygiene, credits dedicated instructors with a lifelong commitment to teaching as part of the reason for the program's success. The other part is community residents who get their teeth examined and cleaned through the program. Some return year after year, sometimes for 15 or 20 years.

Greenspan Praises Colleges

Alan Greenspan, chairman of the Federal Reserve Board, discussed workforce development and community colleges in his June 20 speech "The Growing Need for Skills in the 21st Century" to the U.S. Department of Labor's 21st Century Workforce Summit.

"Community colleges, for example, have become important providers of job skills training not just for students who may eventually move on to a four-year college or university but for individuals with jobs—particularly workers seeking to retool, retrain, or simply to broaden their skills. The increasing availability of courses that can be taken—at a distance—over the Internet means that learning can more easily occur outside the workplace or the classroom..."

Workforce Development Initiative

The California Community Colleges Board of Governors is developing a workforce development initiative that focuses on career ladders—long-term career progression pathways to help students advance, particularly in high-wage, high-growth careers. Career ladders use the community college structure to integrate basic skills, vocational education and life-long learning. Past President Sam Weiss is representing FACCC in the document's development.

FACCC Legislation

For the latest status of the following FACCC sponsored and co-sponsored bills, see the Legislation section at *www.faccc.org.*

Community College Budget Stability (SB 159-McPherson/O'Connell) would provide CCCs state budget property tax backfill protections similar to budget protections given K-12 schools. The Legislature will consider it for further action in January.

Increase CalSTRS "Purchasing Power" to 80 Percent (AB 135-Havice) This bill would increase the existing 75 percent "purchasing power" to 80 percent to protect CalSTRS retiree pensions from the loss of purchasing power due to inflation.

Remove CalSTRS Maximum Age Factor Cap for Career Teaching (AB 607-McLeod). The Legislature will consider this bill for further action in January.

Whistleblower Protection Act (AB 647 -Horton) was approved by the Assembly on a 66 to 0 vote and was scheduled for an Aug. 20 hearing in the Senate Appropriations Committee. This bill would strengthen current protections for community college employees by allowing them to file a whistleblower retaliation complaint directly to the State Personnel Board.

The Chancellor's Office is recommending an "oppose" position to the CCC Board of Governors, which will consider the issue at its Sept. 10-11 meeting in Sacramento.

Part-Time Faculty Retirement (AB 649 - McLeod) was scheduled for an Aug. 20 hearing in Senate Appropriations. This bill would give part-timers a choice between Social Security and alternate comparable plans offered by the district.

The Challenges of Shared Governance

by Jean Lecuyer, Glendale Community College

College presidents and faculty leaders seem to have at least one thing in common: they always complain about shared governance.

There is always too much of it for some, never enough for others. Faculty are so unreasonable, administrators so authoritarian. If only we could do away with this section of Assembly Bill 1725 of 1988, if only we could finally implement it. Life would be so much better.

And it goes on. We've all heard it before. But governance will not go away and for good reasons. So maybe it's time that we learn to live with it and make the most of it. As a faculty member from a college where governance works reasonably well, I offer the following observations based on my own experience in a variety of faculty positions.

1 Administrators have their own biases and need faculty input for more balanced decision-making.

Vice presidents in charge of administration want to run a smooth operation, keep the campus in good shape, and balance the budget. That is their measure of success, but that is not the institution's. A similar point can be made for administrators in every other area, even in instruction. They have committees to lead, budgets to manage, personnel issues to deal with, etc. They have to focus on their administrative duties and give them special importance.[1] That's why they need the faculty's input.

Faculty members can't forget about the college's educational mission: they have to live it every day. They're the ones "in the trenches," interacting with students on a daily basis, instructing them, guiding them, getting them to learn. It's not that the faculty point of view is the only one or the "right" one, or the one that should always prevail. It, too, has its limitations and its biases. But it is different from the administrative one and both of them are essential if a college is to fulfill its mission. Good administrators, and good faculty leaders, always recognize that.

2 Administrators have no monopoly on expertise and good judgment.

Institutions like ours, by their very mission, have to recruit large numbers of bright and knowledgeable professionals highly trained in a variety of fields: that's the faculty. To keep these people out of the decision-making process is to deprive the institution of the major part of its brain power. Not only is the faculty far more directly in contact with the students and their needs, it is also a source of a wide variety of expertise that the institution needs at various times.

At Glendale Community College, for instance, it was a professor of economics who started training faculty and staff in word processing, in the mid-1980s, and thus brought the college into the modern computer age. Today it is an English teacher who is leading the way in putting everyone on the Web. Faculty members have provided expertise and assistance to the administration in so many areas, from planning and grant proposal writing to starting institutional research, and intervening in elections to make sure that the college gets a

[1] As Harvard's Richard Elmore puts it: "Administrators, then, do not manage instruction. They manage the structure and processes that surround instruction..." It is the faculty who manages the "technical core" of education, a "...division of labor [that] has continued unchanged over the past century." (*American Educator*, Winter 1999-00)

good board of trustees. They even saved the college more than half a million dollars by getting a piece of land reappraised before selling it. I could go on. The list is long and it probably can be repeated on every campus where the administration is sensible enough to include faculty in its decision-making process.

3 Administrators will get more out of their faculty by trusting them and including them in governance. Charles Smith of Queens College, City University of New York, makes this point rather well: "Faculty members are paid contractually, primarily to teach and to carry on their research. The fact that they are also expected to manage themselves, oversee large aspects of the institution, and be responsible for innumerable other processes and activities is contractually highly ambiguous. Without these extra activities, which are dependent upon the faculty's *voluntary* contributions of time and effort, most higher education institutions could not function."[2]

Successful college presidents know that and try to create a work environment in which their faculty colleagues will give their best to the institution and its students. Inevitably such work environments are built on a foundation of mutual respect, and that always means a form of genuine shared governance. College presidents who can't wait to "put the faculty members in their place" are living a contradiction and are rarely successful. They can't expect their faculty to behave as fully responsible professionals and yet accept being ordered around as peons. As Arthur Taylor, former head of CBS and now college president, puts it: "You can't tell creative people what to do."[3]

Corresponding to these three good reasons for shared governance, which every administrator should pay attention to, are three obligations that every faculty member should take to heart.

1 The major faculty input in governance should be geared to the institution's educational excellence. If faculty members participate in governance only to further their own self-interests, they're not taking care of their responsibilities: they cede the care of the institution's academic well-being entirely to the administration, and they become just a special interest group. Inevitably they will be treated as such and they will lose.

[2] *Market Values in American Higher Education*, Rowman & Littlefield, 2000, p. 89

[3] *University Business*, February 2000

Steps to Set Up Shared Governance

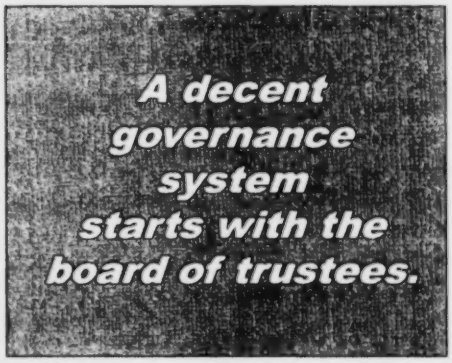
1. **Take yourself seriously:**
   - **You are a professional and as such you have rights and duties defined by AB 1725.**
   - **You are not begging for a place at the table, you are requesting the arrangements that will enable you to take care of your professional responsibilities.**
2. **Talk to your academic senate colleagues, your union representatives, and your division or department chairman; discuss ideas and come up with a joint, concrete proposal. Consult colleagues from other colleges if you need assistance in putting your document together.**
3. **Approach your president and board of trustees with your proposal. Be polite but firm and always remember Step 1.**
4. **Pay attention to the three responsibilities explained in the adjacent article.**
5. **Don't take yourself too seriously. Be willing to listen to other opinions, make compromises, and accept that the administration may be right...once in a while!**

—Jean Lecuyer

This is not to say that faculties should not protect their own interests: they should and they usually have collective bargaining agents for just that purpose. But they also have academic senates whose legal mandate is to promote the academic quality of the institution. That role must be preeminent in governance. This is critical not only for the college itself but also for the very own interests of the faculty, because ultimately it is the members' professionalism and the institution's quality that justify its salaries and privileges. Faculty leaders should never lose track of that.

2 Faculty members have a duty to participate fully in the governance of their college. They are indeed a major resource of the institution, and their useful interventions can range from designing courses all the way to helping in a variety of administrative decisions. Too many faculty members consider themselves just teachers or

counselors and eschew involvement in committees that they regard as outside their responsibilities, if not actual impediments to their performances. Yet as Smith stated above, institutions cannot function without this kind of faculty participation. Committee work is not always exciting, but it is essential: it should be part of the contract and, if not, it should be volunteered. Admittedly, some people are better at it, and more interested in it, than others. But our colleges are complex organizations, and there is a tremendous variety of tasks to do, enough for everyone to participate.



3 Participation in governance must be carried on with as much professionalism as educational work. When faculty members step into a classroom, they are usually very well prepared: they know the subject that they will talk about, they know how they will present it, and they have notes and materials for their students. The same, unfortunately, cannot always be said of their participation in governance. Too often they are ill prepared and have not done their homework. Faculty members should handle committee work with the same care and sense of professional responsibility as classroom work.

In the end, in the best committees that I have ever served on, one could always find the same ingredients shared in large measure by the participants: competence, mutual respect, open mindedness, and a desire to serve the institution and its students. No one side was always right, but from the discussions usually came better decisions and a sense of shared responsibility that gave full meaning to the old definition of a college as a "community of scholars." That's the way shared governance can and should work.

One last comment: a decent governance system starts with the board of trustees. It's important that the faculty make every effort to attract good candidates and get them elected. By good candidates, I mean people who combine intelligence and good judgment with understanding of education and dedication to the institution and its students.

Sometimes we have a tendency to evaluate candidates by whether they espouse faculty viewpoints. This is certainly worth looking into; nobody wants trustees who are out to "get" the faculty. But it should not be the only criterion: sympathetic fools do not make good board members.

We are better off with solid, competent people, even if we disagree with them once in a while. It's our job to keep in touch with them and get our views across to them. If they're good, they will listen. And we hope they will make the right decisions most of the time, thus giving shared governance its ultimate validation.

Jean Lecuyer has taught physics at Glendale Community College for 23 years, during which he has served as senate president for three years and planning coordinator for seven years. He is chairman of the FACCC Board of Governors Communications Committee.

FACCC President Carolyn Russell congratulates these new faculty leaders, and thanks their predecessors

Linda Collins, *past president, Academic Senate for California Community Colleges*
Congratulations on a job well done. You've been an extremely articulate spokesperson for faculty, and a thorough, tenacious advocate.

Hoke Simpson, *president, ASCCC*
The experience you've gained by attending state-level meetings for the past two years as Academic Senate vice president is invaluable, and I'm glad to know the senate has such an articulate and effective leader as its new president.

Tom Tyner, *past president, Community College Council of the American Federation of Teachers*
You've been a strong advocate for faculty, and extremely dedicated to the cause of making part-time faculty salaries more comparable to those of full-timers.

Marty Hittelman, *president, CCC/AFT*
Welcome back. Your analytical skills and commitment to faculty help all of us.

The More Things Change...

Tom Hayden in 1988

The following is an excerpt from "The Politics of Change: An Interview with Tom Hayden," January 1988 FACCC Bulletin.

Editor's Note: We could still apply the former assemblyman's words to faculty activism today.

FACCC: Tom, AB 1725 is obviously the most important higher education reform bill to be enacted in almost three decades. Do you believe the governor [George Deukmejian] will eventually fund it?

Tom Hayden: The governor has not been a friend to the community colleges particularly. He has presided over a process of making them more costly for students, while they continue to be an orphan in the higher education budget, even though he has been hounded on this issue by Republicans and Democrats alike. It's not as if he's taken this position of benign neglect without considerable thought.

FACCC: Can faculty advocating locally make a difference in the success of 1725?

Hayden: Yes. I think that faculty have been effective and can be more effective visiting with members of the Legislature, bringing them to the campus of the community college, and contributing to campaigns; all of that seems to me to be worthwhile and should be stepped up. I would think that the potential for much greater expression of political support is there.

The recent heightened interest in the K-12 system could, it seems to me, spillover to the community colleges. What's missing is a banner. Marching on the Capitol and demanding the passage of 1725 is not going to excite the public. The banner has to be the future of California: job training, absorption of minorities and refugees, a better quality of life in the future, with the community colleges perceived as the bridging institution. A banner of that sort which gets taken to the public interest groups, editorial boards, and business roundtables could create some excitement.

> ***"The recent heightened interest in the K-12 system could, it seems to me, spillover to the community colleges. What's missing is a banner...the banner has to be the future of California."***
> **—Tom Hayden**

FACCC: You really think the community colleges need such a banner?

Hayden: Yes. In the past they were a transition for groups such as veterans, and for earlier generations, into the mainstream. That's why there's an affection in the hearts of many people for the community colleges. Who's in transition now? I think we all know: we have refugees; we have new minorities; we have single women; we have people returning to the workforce. In other words, we have a very different profile of the college student of today and tomorrow, and we see in that profile the workforce and business class of the future. So the community colleges, it seems to me, can easily and logically be portrayed as a vital and exciting institution on the frontier of change. That's what I'd surround 1725 with. I wouldn't go into details except with the experts. I would present it to the public as a choice between California going downhill or California getting back on track.

Wanted: Faculty Activists

Community college reform legislation Assembly Bill 1725 happened in part because of faculty activism, said former FACCC executive director Patrick McCallum.

"It was the best-organized faculty involved in my 21 years" in community colleges, McCallum said. "I haven't seen faculty get involved again the way they did on 1725."

Activism among FACCC members held steady after 1988, McCallum said, but faculty members channeled their grassroots efforts to different areas, such as fights over the state budget and community colleges' share of Proposition 98 funds.

Local academic senate presidents became more prominent, he said, and FACCC member John Queen at Glendale College is one example of many faculty leaders who have done a thoughtful job of governance.

"I think Glendale turned out being probably one of the colleges where it worked the best," McCallum said, explaining that administrators and faculty leaders shared common goals. "They were focused on results, not process."

Glendale instructor Phyllis Eckler talks with Assembly Speaker Robert Hertzberg during a Nov. 29 reception in his honor.

John Queen says a culture of activism already existed when he started at Glendale in 1992. The faculty had been very active in the 1980s because they had organized a union and put pressure on the board to replace the president with one more sympathetic to faculty.

Colleague Mona Field, a former FACCC board member and now a trustee of the Los Angeles Community College District, recruited Queen into FACCC.

"I pretty much enjoyed FACCC from the start," Queen said, adding that he attended eight FACCC lobby days in a row, and that serving on FACCC's board of governors helped him gain a better understanding of the whole community college system.

Queen voiced a concern that other faculty members share.

"We worry about whether the younger generation of teachers is going to be involved as we have been in the past," he said, but acknowledged, "We do have new recruits, so it's not like it's drying up."

Queen said one problem is that some leaders stay in office too long, and that faculty need a regular turnover of leaders so that people won't think that someone else is always going to do this work for them.

"Maybe ironically some of the activists have stayed active too long and we need to let others come in," Queen said.

Mark Edelstein, a former Palomar College instructor who is now president of Diablo Valley College, said more faculty members are activists but AB 1725's changes in shared governance pushed out others who were not interested in being involved in conflicts between faculty and administrators.

"I think it's changed the nature of the involvement. Because I think to some extent there is more activism, but the activism is more defined," he said. "I think the faculty as a whole is playing a greater role in legislation, but I see legislation as a fairly crude way of dealing with educational issues."

Irene Menegas, a Diablo Valley College instructor who is one of two faculty representatives on the state board of governors, said strong faculty leaders in the unions moved to the academic senates after AB 1725 became law.

"The senates were wimps and the unions were the strong guys," she said, "then the senates became empowered with 1725."

Menegas sees more collaboration among faculty in efforts to groom new leaders, such as in the Academic Senate's summer Faculty Leadership Institute.

But like Queen, she's concerned that faculty activists today have done almost too good a job.

"My fear is that the junior faculty hired in the last five to seven years, like the women's movement, came in and saw all this humming along and became complacent," she said, "They think 'Things are going fine, I don't need to worry about it.'"

Will Students Wield Their Power?

Student participation in governance was once more symbolic than real. Then Assembly Bill 1725 of 1988 empowered students by requiring their participation on campus committees and on the state Consultation Council that advises the chancellor.

"It was the first time that students were recognized as an integral part of the decision-making of a campus," said David Hawkins, a former FACCC legislative advocate who worked closely with the California Student Association of Community Colleges.

But Scott Plotkin, chief consultant to the Senate Education Committee, said community college student activism is uneven at best.

"When they've really been focused, they've done a dynamite job," Plotkin said, but "it just doesn't sustain itself."

Paul Mitchell, Plotkin's counterpart in the Assembly Higher Education Committee, said that on campuses, "I think presidents, faculty and classified staff feel as though students have a very strong and vibrant voice."

But he agreed that student activism at the state level has experienced peaks and valleys.

"I think that there needs to be not only funding, but institutionally a real understanding that the system and the governance in Sacramento would be improved by consistent, active participation by the students," said Mitchell, who served as CalSACC president in 1994-95.

"They're struggling to get up here to testify on bills and participate in shared governance," Mitchell said. "Nothing helps a bill better than having a student say it's going to help."

Matthew D. Roy, the student representative on the community colleges' board of governors, said CalSACC, which has no Sacramento staff, needs funding and staff to lobby effectively.

"They're only in school for a limited period of time, they are students, they have to maintain jobs, fly up, take time away from studies and jobs," Roy said.

Curtis Richards, a former consultant to the Assembly Budget Committee, said former FACCC executive director Patrick McCallum always played a major role in helping the students by keeping them informed and inviting them to attend meetings with him.

"I always saw the students as an untapped political power that we needed to mobilize, that needed some help and guidance from FACCC," McCallum said.

FACCCTS archive photo

A Glendale Community College student joined its delegation in a visit to Assemblyman Tony Cardenas at a FACCC Lobby Day.

Although students are "essentially term-limited," said Larry Toy, president of the Foundation for California Community Colleges, they were able to score a victory on at least one statewide issue, in 1995.

"With common course numbering, the board of governors had to choose between the student position and faculty position," Toy said, "and they chose the student."

Still, students need to find a way to maintain a Sacramento presence.

"When you're invisible nobody thinks about you," Plotkin said, explaining that inviting students to participate in the Legislature's review of the Master Plan for Education has been an afterthought.

Plotkin said UC and CSU students have kept a low profile as well. In contrast, one high school student body president has been in Plotkin's office six or seven times this year, and has made formal presentations with his peers to the Senate Education Committee.

"Those kids don't have much but they sure know how to keep it going," Plotkin said. They "put the community colleges students to shame."

He admitted he may be tough on the students because of his experience as a former CSU student activist. "I know what can be done and what has to be done," he said.

"It takes very little effort to open the doors in this building," Plotkin said, "but they have to make the effort."

FACCCTS *was unable to contact CalSACC's president for this article.*

FACCCTS Legislator Poll

***FACCCTS* presents responses to its Fourth Legislator Poll sent to all state legislators and California congressional representatives. The information they've provided reveals how much they know about California Community Colleges, and how important it is for you to maintain contact with your legislators.**

Did your representatives reply? If not, consider this your invitation to make an appointment and meet with them or their staff members to discuss your concerns about community college funding and other issues. As you can see by how different the rankings are for methods of communication, it's best to call your legislator's office and ask their preference.

Tell your story. Make sure they understand the community college faculty perspective, long before they vote on the state budget and legislation that affects your professional life.

For more information, request the free FACCC lobbying guide, "In Your Own Backyard." The FACCC Sheet on lobbying is available in the Publications section at *www.faccc.org*.

The Questions

1. What is the most important issue facing the California Community Colleges? How do you plan to help?
2. When was your last campus meeting with faculty at the community college(s) in your district? What did you discuss?
3. Tell us about your personal experiences with community colleges.
4. For grassroots faculty lobbying, please rank the following communication methods on influencing legislation (1=least effective; 5=most effective)

__ Visit with legislator in district office
__ Visit with legislator in Sacramento office
__ Visit with legislative staff in district office
__ Visit with legislative staff in Sacramento office
__ Letter to legislator (mailed)
__ Fax to legislator
__ E-mail to legislator
__ Telephone call to legislator's district office
__ Telephone call to legislator's Sacramento office
__ Telegram/Mailgram

Sen. John Burton
(D-San Francisco), 3rd District

1. Clearly, one of the biggest challenges facing community colleges is the expected enrollment of over 500,000 additional new students in the next 10 years. Accommodating this increase will have a huge impact on facilities and the recruitment and retention of qualified faculty. The Master Plan for Higher Education relies upon a healthy, seamless student-transfer function; without adequate facilities and faculty, California's community colleges cannot fulfill this critical function.

To ensure adequate facilities we need to pass a K-higher education facilities bond large enough to see us through the next four years. The recent passage of Proposition 39 reduced the constitutional two-thirds vote requirement for passage of local bonds to a 55 percent super majority. While this measure will help community colleges, a multi-billion dollar statewide education bond is still critical for the future of access to public colleges and universities.

We must also develop strategies to recruit, retain and diversify faculty through various means including increasing compensation and moving part-time faculty into full-time positions. Faculty should be able to spend their time teaching and not having to be freeway fliers between multiple campus jobs.

2. I was fortunate for 24 years to have the inside track on community college issues because my brother, Bob Burton, was a longtime member of the City College of San Francisco governing board. Any time he felt that community colleges weren't being treated fairly or getting what they needed to fulfill their responsibilities, he made sure I not only knew about it, but also did something about it.

Although I lost my brother this year, my inside track to community colleges continues with my field representative, Johnnie Carter, Jr. who was appointed as Bob's replacement.

3. One of the most amazing things about community colleges is the stories they generate about changing people's lives. Whenever an issue arises about community colleges in the Capitol we can always count on hearing from an elected official or staff member or civic leader who tells how their particular community college opened the door of opportunity that allowed them to become part of the process. I look forward to continuing to work closely with FACCC to keep on opening doors for California students.

5 Visit with legislator in district office
4 Visit with legislator in Sacramento office
5 Visit with legislative staff in district office
3 Visit with legislative staff in Sacramento office
3 Letter to legislator (mailed)
1 Fax to legislator
2 E-mail to legislator
5 Telephone call to legislator's district office
2 Telephone call to legislator's Sacramento office
1 Telegram/Mailgram

SEN. JACK SCOTT
(D-Altadena), 21st District

1. Increased funding for Community Colleges to meet the expected influx of students. I push for increases.

2. I met with Glendale College faculty this spring. We discussed many items affecting them, including compensation.

3. I was the dean of instruction at Orange Coast College for five years, beginning in 1973. 1978, I became the president of Cypress College. In August 1987, I assumed the presidency of Pasadena City College where I served until my retirement in 1995.

B = left blank; did not rank

5 Visit with legislator in district office
4 Visit with legislator in Sacramento office
B Visit with legislative staff in district office
3 Visit with legislative staff in Sacramento office
1 Letter to legislator (mailed)
B Fax to legislator
B E-mail to legislator
2 Telephone call to legislator's district office
B Telephone call to legislator's Sacramento office
B Telegram/Mailgram

SEN. JACKIE SPEIER
(D-Hillsborough), 8th District

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff/district office
5 Visit with staff/Sacramento office
4 Letter to legislator (mailed)
3 Fax to legislator
3 E-mail to legislator
3 Phone call to legislator's district office
3 Phone call to legislator's Sac office
3 Telegram/Mailgram

SEN. TOM TORLAKSON
(D-Antioch), 7th District

1. I believe that improving the status, salary, and benefits for part-time faculty is the most important issue facing community colleges. I support full funding to provide more secure positions for part-time faculty. This will give faculty the opportunity to offer office hours, teach more classes, and improve the overall learning environment. Improving facilities is also a major issue, and I support augmentations to the state budget to upgrade and expand community college facilities.

2. I met in October 2000 with faculty from the three community colleges in Contra Costa County: Los Medanos, Diablo Valley, and Contra Costa colleges. I have also visited Las Positas College, in the Alameda County portion of my district. I met regularly with the faculty during visits to all three of these campuses. We discussed joint use of facilities, and coordinating joint use with the California State University Hayward campus in Concord.

3. My brother has taught art as a part-time faculty member at Bay Area community colleges for more than two decades. I have been a teacher and coach for more than 25 years, and many of my former high school students have gone on to succeed at community colleges. I maintain close ties with

faculty and administrators at the community colleges in my district. I am also working on an effort to promote a joint-use public library between the city of Pittsburg and Los Medanos Community College.

5 Visit with legislator in district office
3 Visit with legislator in Sacramento office
3 Visit with legislative staff in district office
4 Visit with legislative staff in Sacramento office
4 Letter to legislator (mailed)
3 Fax to legislator
2 E-mail to legislator
2 Telephone call to legislator's district office
2 Telephone call to legislator's Sacramento office
1 Telegram/Mailgram

The best way to influence your legislator is to set up a meeting in the district office. Send a letter and packet of information in advance, and the legislator and their staff will be better prepared to discuss your issues in detail.

SEN. JOHN VASCONCELLOS
(D-Santa Clara), 13th District

1. In every way I can as chair of the Senate Education Committee, as member of the Education Sub-Committee, and the Senate Budget Committee.

2. October 2000, San Jose City College. It was a general meeting with interested students, faculty, and staff to discuss the major issues facing the California Community Colleges.

3. I was lead author of Assembly Bill 1725, the magna carta of the California Community Colleges.

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff in district office
4 Visit with legislative staff in Sacramento office
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3 Telephone call to legislator's district office
3 Telephone call to legislator's Sacramento office
4 Telegram/Mailgram

ASSEMBLYMAN JOHN CAMPBELL
(R-Irvine), 70th District

1. Equalization and funding in general. They are lumped with K-12 and sometime feel shortchanged.

2. I visited the Orange Coast College campus approximately two months ago. We talked about the outstanding quality of the programs offered there and the diversity of those programs. We also discussed how the energy crisis is affecting them.

3. I have never taken a community college course. However, my company has utilized various community college internship programs.

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff in district office
4 Visit with legislative staff in Sacramento office
3 Letter to legislator (mailed)
3 Fax to legislator
3 E-mail to legislator
3 Telephone call to legislator's district office
2 Telephone call to legislator's Sacramento office
2 Telegram/Mailgram

I look forward to working with FACCC this year on your issues. Community colleges in California are a vital part of essential education and their positive impact is felt by recent high school graduates as well as older adults who need to sharpen their skills. Please feel free to contact my district or Capitol office anytime.

ASSEMBLYWOMAN
JACKIE GOLDBERG
(D-Los Angeles), 45th District

1. Expanding enrollment. I'll try to increase funding to existing campuses, and to add new colleges as well. I've personally worked with Los Angeles City College since 1983 on a variety of projects to help them continue providing excellent courses.

2. Met with FACCC folks at Pasadena College late in 2000. Discussed problems of part-time faculty.

3. My son has attended community college.

4 Visit with legislator in district office
4 Visit with legislator in Sacramento office
3 Visit with legislative staff in district office
5 Visit with legislative staff in Sacramento office
3 Letter to legislator (mailed)
2 Fax to legislator
1 E-mail to legislator
2 Telephone call to legislator's district office
2 Telephone call to legislator's Sacramento office
3 Telegram/Mailgram

ASSEMBLYMAN FRED KEELEY
(D-Boulder Creek), 27th District

1. Funding issues as they relate to salaries, facilities and student development. I will monitor the budget process and advocate for adequate funding levels for these issues.

2. In 2000, I met with faculty and administration at Cabrillo College in Santa Cruz County to discuss that year's budget related to California's community colleges. In 1999, I met with faculty and administrators at Monterey Peninsula College in Monterey County to discuss funding for a new library project.

3. I have always felt committed to California's community colleges and its faculty. I have many positive experiences with the faculty, students, staff and administrators. I am always pleased with the constructive partnership they provide to the communities of my district.

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff in district office
4 Visit with legislative staff in Sacramento office
4 Letter to legislator (mailed)
4 Fax to legislator
4 E-mail to legislator
3 Telephone call to legislator's district office
3 Telephone call to legislator's Sacramento office
3 Telegram/Mailgram

I look forward to more contact with the faculty in my district. I would like to establish yearly meetings to discuss their issues and concerns, preferably on campus.

ASSEMBLYWOMAN BARBARA MATTHEWS
(D-Tracy), 17th District

1. I believe the biggest issue facing California's community colleges this year is the issue of part-time faculty. In order to save money, the state has created a system where it is cheaper to hire more part-time faculty members than full-time faculty members.

Many students that attend community colleges do so in order to advance in their existing career. They deserve the opportunity to learn from quality faculty members that make themselves available outside of class to answer questions and/or to work with students on an individual basis.

This is why I support Assembly Bill 598 to require each community college district that has not attained the 75 percent full-time faculty staff standard to develop a five-year plan for attaining the 75 percent full-time/25 percent part-time statutory faculty ratio standard. It's important that students attending community colleges have access to a teacher's time and the opportunity to build a working relationship.

Another important bill I voted to support was Senate Bill 894 recently in the Assembly Committee on Higher Education. This bill creates the Community College Leadership Development Institute. This institute would provide education and training for community college faculty, classified staff, trustees, and administrators. All participants would then be required to serve as faculty members or administrators at the community college for at least five years.

I also support California State Universities offering doctorates of education in order to increase the number of qualified higher education teachers. Currently, only Universities of California offer doctorates of education. If CSUs were to also offer these doctorates, then I believe the community college districts would have a larger pool of applicants to pull from when hiring full-time staff faculty.

2. Although I have met numerous times with representatives from FACCC as a member of the Assembly Committee on Higher Education, I have not had a community college campus meeting with students and faculty. I respectfully request your assistance in setting up a meeting at Delta College in Stockton.

3. I graduated from Chabot Community College in Livermore when I was 45 years old. When I attended community college, classes were free. I understand that if community college classes were free today that many students would not be eligible for grants and loans that help pay for books and other school supplies. However, I support making classes more

accessible to students from all walks of life. I thoroughly enjoyed and appreciated my five years of community college evening classes.

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff in district office
5 Visit with legislative staff in Sacramento office
5 Letter to legislator (mailed)
5 Fax to legislator
1 E-mail to legislator
3 Telephone call to legislator's district office
4 Telephone call to legislator's Sacramento office
3 Telegram/Mailgram

ASSEMBLYWOMAN CAROLE MIGDEN
(D-San Francisco) 13th District

1. There are three key issues facing the CCCs. First, getting a statewide bond measure on the ballot that accommodates the growth and modernization needs of the colleges.

Second, increasing the amount of Proposition 98 funding available to the colleges—this will take a concerted effort on the part of the CCCs to show significant improvement utilizing the Partnership for Excellence outcome measures.

Third, the CCCs must put aside various internal disagreements, and unite with one clear voice on the external message.

I am consistently working on behalf of the CCCs. The community college in my district, I believe is fairly representative of most community colleges. It serves a large immigrant population, provides for adult education, has a very good transfer program, and is need of capital improvements. By working on behalf of my district community college, I believe that tangentially I help all community colleges.

2. This spring, I had the opportunity to speak with various faculty members of the SFCCD [San Francisco Community College District]. We discussed, at that time, the proposed 2001 budget, and I provided them with strategy on dealing with various issues regarding part-time faulty funding for positions and office hours. In addition, we discussed the need for additional funding for the Partnership for Excellence, as a means to increase discretionary funding at the local level. We also discussed the necessity for additional capital projects, and a new statewide bond measure.

3. I truly believe community colleges are one of the most important public entities ever established. By and large the community colleges serve the broadest range of individuals, but do so while providing valuable educational experiences. Many of my closest friends and colleagues were community college graduates, and they continually remind me of the wonderful and worthwhile experiences they had. Plus, I believe we mustn't lose sight of the dedicated employees—faculty, counselors, librarians, and other staff—that work hard, and deserve our praise and assistance whenever possible.

5 Visit with legislator in district office
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5 Visit with legislative staff in Sacramento office
3 Letter to legislator (mailed)
3 Fax to legislator
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3 Telephone call to legislator's district office
3 Telephone call to legislator's Sacramento office
1 Telegram/Mailgram

ASSEMBLYMAN GEORGE RUNNER
(R-Lancaster), 36th District

1. Current funding levels for community colleges does not reflect the important role community colleges play in California. Over 100 community colleges across the state offer low-cost, high quality courses. California community colleges are the largest higher education system in the world and play an important role in ensuring that all interested California residents have access to quality higher education. The significant role of community colleges needs to be recognized with appropriate funding levels.

2. I was the commencement speaker at the most recent graduation ceremony. At this time, I also met with the president and have met with various classes in the last three months.

3. After high school graduation, I took several classes, and as an adult I have taken classes of personal interest.

4. While there are many methods of influencing legislation including e-mail messages, letters and phone calls, I think the most effective method is to visit with the legislator in the district office.

"I truly believe community colleges are one of the most important public entities ever established."
—Carole Migden

Assemblywoman Virginia Strom-Martin
(D-Duncan Mills), 1st District

1. Without question, the most important issue facing community colleges and California in general is trying to address the impacts of "Tidal Wave II." How are we going to accommodate the many students? What I have been doing to help is to work with Speaker [Robert] Hertzberg on a school facilities bond to be put on the 2002 ballot, that will provide much-needed funding for postsecondary schools and a significant portion to community colleges. In addition to facilities, we clearly are going to need more full-time faculty for all levels of college education. This year I authored ACR [Assembly Concurrent Resolution] 73 which calls on the CSU system to study their hiring practices and to develop a plan to raise the number of tenure-track faculty to at least 75 percent along all faculty. I also support the governor's proposed $62 million for support of part-time faculty for community colleges. [The state budget contained $57 million for increasing part-time faculty salaries.]

2. Since being elected in 1996, I have made a point to visit all of the community colleges in the First Assembly District. This includes meetings with administrators, faculty and students at the College of the Redwoods, Yuba College, Mendocino College and Santa Rosa Junior College. Last spring I met with the president, his staff and members of the faculty to discuss their concerns with this year's state budget and the Partnership for Excellence Program.

3. In the 1980s I took a number of night classes, primarily in the areas of personal development.

5 Visit with legislator in district office
5 Visit with legislator in Sacramento office
4 Visit with legislative staff in district office
4 Visit with legislative staff in Sacramento office
3 Letter to legislator (mailed)
3 Fax to legislator
3 E-mail to legislator
2 Telephone call to legislator's district office
2 Telephone call to legislator's Sacramento office
2 Telegram/Mailgram

U.S. Senator Dianne Feinstein
(D)

5 Visit with legislator in district office
5 Visit with legislator in D.C. office
4 Visit with legislative staff/district office
5 Visit with legislative staff in D.C. office
3 Letter to legislator (mailed)
1 Fax to legislator
1 E-mail to legislator
2 Telephone call to legislator's district office
2 Telephone call to legislator's D.C. office
1 Telegram/Mailgram

U.S. Rep. Bob Filner
(D), 50th District

1. One of the most important issues facing the community colleges: they must be brought up to the national average of funding of approximately $7,000 per student. I will continue to bring this issue of the inequities of community college funding to the attention of Governor Davis and state officials and to help keep the community colleges on the governor's radar screen. I will also work to make certain that the endowments properly fund and include the community colleges in their grants, for example, the National Science Fund, the National Endowment for the Arts, and the National Institute of Health. I will continue to mention community colleges in the community and with our community leaders, because our colleges need as much exposure and support and assistance as possible. I will fight for adequate federal funding for education and for financial aid for our students.

By law, community colleges must take everyone. That is going to get harder over time, because of the tight regulations of the four-year institutions. There are going to be more students in our community colleges, partly because the four-year institutions are filling up. Unless the community colleges are properly funded, it will be impossible for them to meet expanded needs. In order to be able to continue to hire the best professors, they need to receive comparable wages as their colleagues at four-year institutions.

2. My most recent personal involvement with the community college in my congressional district was my keynote address at the Southwestern Community College graduation ceremonies this spring. This was an excellent opportunity to meet and talk with several faculty members, as well as the students and their families. Over the years I have been in Congress, I have visited with students and faculty at virtually all the community colleges in San Diego.

3. I believe that anyone who knows me will say that I am one of the San Diego elected officials who enjoys an excellent relationship with the San Diego Community College District and our community colleges. As an educator and former

professor of history, I enjoy speaking in the classes at our community colleges and do so as often as possible.

I recently received an honorary degree when I was the commencement speaker at Southwestern College, met with students at Miramar College, and spoke at the leadership retreat of the Community College Associated Students.

4. All of the communication methods mentioned on your poll are effective in lobbying your legislators, especially if they are all used together when lobbying on an issue. Visits, letters, faxes, phone calls, e-mails are effective ways to communicate. In addition, I advise people who are engaged in grassroots lobbying to always make public your private communication. Talk shows, letters to the editors, contacting newspaper editorial boards are effective ways to get your message out and to build public support, and therefore the support of your legislators for your issues.

U.S. Rep. Jane Harman
(D), 36th District

4 Visit with legislator in district office
5 Visit with legislator in D.C. office
3 Visit with legislative staff/district office
4 Visit with legislative staff/Sac office
2 Letter to legislator (mailed)
1 Fax to legislator
1 E-mail to legislator
2 Telephone call to district office
2 Telephone call to legislator's D.C. office
2 Telegram/Mailgram

U.S. Rep. Henry A. Waxman
(D), 29th District

Thank you for contacting me to discuss my view on community colleges. I am pleased to respond.

1. The role of California's community colleges is expanding, and my greatest concern is ensuring the colleges have the necessary resources to meet the growing challenges in the new economy. Funding is needed for facilities upgrades and to continue to attract quality faculty, administrators, and nonacademic staff. I am also concerned about the availability of state funding to keep up with Los Angeles Community College District's increasing enrollment. It is important that community colleges receive their fair share of state spending on higher education.

I am a co-sponsor of legislation (H.R. 2482), introduced by Rep. Adam Schiff, which would repeal the tuition-sensitivity trigger in the Pell Grant program and allow California's community college students to receive larger awards. The bill would also expand qualifying expenses and income eligibility for the Hope Scholarship and Lifetime Learning Credits. I also strongly support an increase in federal funding for higher education, including Title V, which supports Hispanic Serving Institutions by improving the quality of their academic programs.

"My greatest concern is ensuring the colleges have the necessary resources to meet the growing challenges in the new economy."

—Henry Waxman

2. My last meeting was with the president, Dr. Piedad Robertson, and other representatives of Santa Monica College on May 10 in Washington, D.C. In addition to discussing ongoing projects such as the Madison Site Theater Center, I attended the school's Sally Ride Internship Reception that evening and received an award in appreciation for the support I've provided Santa Monica College in Congress.

3. I feel a very personal tie to the community college system because my son, Michael Waxman, was recently elected to the LACCD Board of Trustees. He keeps me informed of the issues important to LACCD's students and faculty, and the community colleges throughout California.

Thank you again for contacting me. I hope this information is helpful and look forward to working with FACCC in the future on issues affecting California's community colleges.

From Metaphysics to the Megaversity:

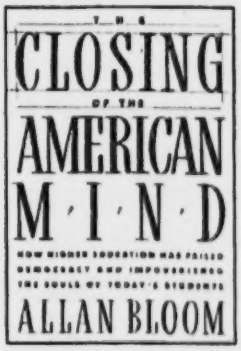
Who Burgled Bloom's Toga?

by John McFarland

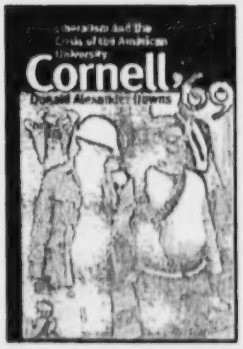
We are reminded by a character in a Susan Sontag novel that "We're always talking about ourselves when we talk about anything else." As a minimum that rule is a reliable means of decoding historians. Their examinations of the past, especially the immediate past, are regulated by their satisfaction with or indignation over the present.

Hence the vigor, aberrantly strong by academic standards, with which the 1960s are approached. In the hands of the scold David Horowitz, once a far-lefty and now an equally distant rightist, the '60s constitute the Dark Ages, during which wild-eyed, amoral, drug-smoking hypesters lost us a war, trashed every virtue at the Family Values booth and left the nation spiritually gutted. By contrast, Tod Gitlin, still socialist after all these years, finds the world much improved by the Belle Epoque, whose antic chaos can be dismissed as the teething problems of idealists newly come to politics.

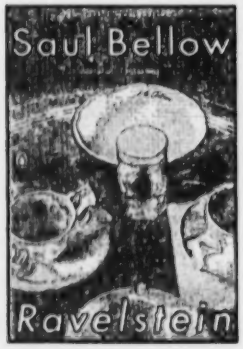
Was it a Good Thing or Bad when the vast flood of Boomers washed away such cultural levees as Hit Parade music, button-down apparel and suburban plastic? Was it a moment of heroes or the arrival of the Anti-Christ when race, sex and drugs—divisive topics traditionally treated with gingerly indirections—were given frank exercise in public? Were the monochromatic '50s, in which loving parents controlled obedient children, preferable to the pigmental riot that followed when kids began to dig generation gaps?



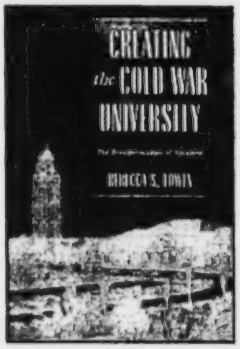
The Closing of the American Mind
(Simon and Schuster, 1987),
a polemic on the state of higher education
by Allan Bloom



Cornell, '69
(Cornell, 1999),
by Donald A. Downs



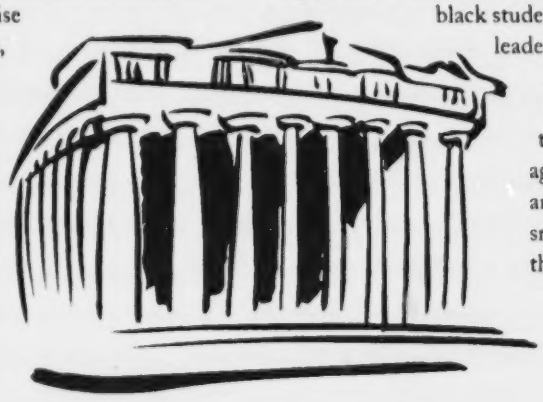
Ravelstein
(Penguin, 2001),
a novel by Saul Bellow



Creating the Cold War University: Stanford in Transition
(University of California, 1997), two institutional histories designed to explain the present state of university education by Rebecca S. Lowen

We should not be surprised, then, to find that much popular criticism of today's universities traces their presumed woes to the '60s. That decade's permissive liberalism piloted them into a Sargasso Sea of irrelevancies, in which they have been mired ever since. The dominance of this view is the achievement of the professor-polemicist Allan Bloom.

Bloom's educational philosophy came from Leo Strauss, perhaps the most influential liberal arts prof in the nation's history. Strauss' seminars at the University of Chicago inspired battalions of students to trek to "Athens and Jerusalem," there to investigate and be renewed by the seminal values of Western Civilization. Bloom carried this moral enterprise to Cornell, where he taught Plato, Shakespeare and (for noirish contrast) Rousseau (widely blamed by Straussians as having shaped modernity). At Cornell, Bloom liked to conclude his seminars with a banquet, complete with togas and couches, in emulation of Plato's description of "the symposium."



Then to Cornell (and Bloom) came the year 1969, whose story is told by one D.A. Downs,[1] alas with brio-free language and in paragraphs occasionally arranged randomly. Downs tells of how President James Perkins brought a black studies program to Cornell, protecting its curriculum and professorial hiring from ordinary faculty review. This unnecessarily cast doubtful shadows over the endeavor and revealed (says Downs) how Perkins' "service liberalism" committed the university more to community betterment than to the purposes of higher ed. It is an interpretation on loan from Bloom.

Cornell, once the college of Paul Robson, held a civil rights record admirable by Ivy League standards, but now black students distrusted it. And a radical leadership emerged to agitate for a separate residence hall dedicated to black culture, then to protest violence against that hall by occupying another campus building and smuggled guns in to defend themselves.

Perkins nursed his own fears. A horde of police had gathered nearby to

[1] in *Cornell '69: Liberalism and the Crisis of the American University* (Cornell, 1999)

rescue the hall by storming it and the president hoped to settle the matter quickly. The agreement he got provided an amnesty for the occupiers and even a promise that they could leave with their weapons. A dramatic photo (it later won the Pulitzer) showed students filing unmolested from the building bearing arms and wearing bandoleros. The public and much of the faculty concluded that Perkins had not so much settled the crisis as finessed it.

When the faculty surprised even themselves by voting support for Perkins, Bloom resigned from Cornell and hired on at Straussian HQ, U of Chicago. There he met novelist Saul Bellow, who suggested, nurtured and sponsored Bloom's screed *The Closing of the American Mind*,[2] a strenuous indictment of what he believed Cornell (and the '60s) had done to higher ed. The work falls into the category that historians call "lost cause literature." Its appeal lay in a romantic championing of absolute truths trampled into the dust.

Interestingly, Bellow has now given us his own read on Bloom, who appears as the eponymous Abe Ravelstein in a novelized memoir.[3] Royalties from *Closing* had made the real Bloom a millionaire and Bellow, the source for this getting, now concentrates on R's spending: paintings, CD collections, high-end apartments and tailored suits. Though Bellow will say of R./B. that "he lived by his ideas," the consumerist he portrays hardly exemplifies a Platonic life.

In *The Closing of the American Mind*, however, it is Bloom's passion, not his philistinism, that comes through. Note, for instance, the book's subtitle: *How Higher Education Has Failed a Democracy and Impoverished the Soul of Today's Student*. Fail it has, he argues, by stressing the transient, not the essential. Courses serving careerism drain off curiosity about higher things and a "concentration on the useful ... makes theoretical distance seem not only useless but immoral."

...Many campuses had insisted that all classes be graded on a Bell Curve, allotting a gentleman's C to the bulk of the class...

Knowledge diced up into hermetic disciplines blocks rather than serves to provide a unified means of knowing the world. Lionel Trilling is famous for demanding that his students "look into the abyss;" Bloom, for observing that academic Americans have developed a nihilism without noticing any abyss at all. Grade inflation, for one thing, extracts the risk from intellectual work. These Bloom attributes to the 1960s, which supply the defining DNA for higher education today.

Understandably, neither Downs nor Bloom acknowledges that from about 1955 to 1970 higher ed was probably the most rigorous it has ever been in the U.S. A paperback revolution permitted instructors to increase reading assignments at the very time that undergraduates in growing numbers had begun to take college seriously. Until this astounding moment, many campuses had insisted that all classes be graded on a Bell Curve, allotting a gentleman's C to the bulk of the class while preserving high grades for the few who deserved them. The opposition to this practice, and the grade inflation that followed, paid homage to the growing achievements of students. It was not, then, fruit from the tree of anti-intellectualism but a need to reward good work; nor did grades begin to inflate in the 1960s, but earlier, in the '50s.

We can learn this, and a great deal more about what the real engine of change in higher ed was, from Rebecca Lowen's *Creating the Cold War University*.[4] By tracing Stanford's sojourn from being a liberal arts college in the 1930s to becoming a premier research university by 1970 she records—with convincing documentation and marksman prose—the price that most colleges paid for making such a transit.

When, during the 1930s, revenue from tuition began to dry up, Stanford's Board of Trustees leased science facilities out for industrial research. Its business-oriented board (Herbert Hoover was an influential member) ignored faculty alarm that they had lost control of what was to be studied, how, and by whom.

This made it easier in the '40s to accept help from the federal government, whose benign GI Bill filled the

[2] 1987, (Simon and Schuster)
[3] *Ravelstein*, Penguin, 2001
[4] (U California, 1997)

tuition coffers. In 1949, the loss of those revenues made participation in military research seem the obvious next step. Thus, the Cold War forged a transformation at once gradiose and repellant, and one with new economic imperatives. Soon the professors who mattered at Stanford were those with entrepreneurial spirits. They secured funds which, in essence, paid their own salaries. Stanford provost Lewis Terman coined the new rule metaphorically: "Each tub on its own bottom." The test of academic competence had become zeal on behalf of administrative values.

Stanford's physics department, opponent of applied research, was told baldly to "accept the facts of Stanford's financial life." Social scientists invented CIA projects to help dictators resist the Red Menace. Philosophy profs shifted emphasis from such Bloomian topics as ethics and the nature of knowledge to investigations of mathematical logic and set theory—*aides de camp* for those doing technological research.

Opposition to the Megaversity came from a variety of sources, but notable among them were students who resented the devaluation of their education...

Unlike liberal arts colleges, research universities were generously supplied with managers. Mahogany Row grew more rapidly than Blackboard Alley. Small classes, even those without togas, didn't pay for the furniture polish. Nor did the ladder to success in such places begin in the classroom. The untenured and unofficed were remanded to undergraduate instruction and, while there, were expected to keep students as still as cooling ponds.

The fate of Mulford Silby could stand as a cautionary tale. Silby was immensely popular with Stanford undergraduates: a pacifist opponent of Cold War militarism whose political science classes—even the large lectures—excited students about the discipline's ideas while mobilizing them for such infidel causes as anti-nuclearism. In 1956 the administration faced down both faculty and students to deny Silby tenure. Internal documents now available demonstrate that the reasons were largely political. Cold War universities could ill afford leftist campaigners.[5]

Opposition to what Clark Kerr would call the Megaversity came from a variety of sources, but notable among them were students who resented the devaluation of their education by depersonalized bureaucracies. Many of their protests on behalf of values Bloom advances occurred in the '60s he demonized.

Not only does Bloom miss the importance of the research university in fashioning the higher education he deplores, he pays no attention at all to the most corrosive effect of Cold War research in universities. The rules of secrecy strangled the basic principles of both science and education. Knowledge that had been tricked out by research could not be shared. Even dissertations, whose very rationale (the exhibition of professional competence in service to the advancement of a discipline) demanded they be published, were sealed instead.

And so the 1960s, brimming with bugbear potential, ultimately lets us down. A single decade proves too narrow a precinct to explain the evolution of higher ed. However constraining Downs makes Cornell's goal of "liberal service," it seems liberating next to the harness into which Stanford was fitted by the National Security State. Indeed, had Downs covered the four decades of Cornell's history, rather than a single year, he probably would have uncovered a pattern of growth similar to what Lowen found at Stanford.

For his part Bloom should have transcended the shock he experienced in 1969 and realized that the educational system was not overturned by a few student radicals in the waning years of the '60s. It was corrupted by forces far more powerful and enduring, those that demanded the wrong things from the university.

John McFarland, a former FACCC president, retired last spring after teaching history at Sierra College in Rocklin for 32 years.

[5] E W. Schrecker's *No Ivory Tower: Democracy and the Universities* (Oxford, 1986) is the standard study. She refutes Bloom's claim that no one was fired in academia's red scare.

In the Classroom with Just-In-Time Teaching

by Mark H. Maier, Glendale Community College

Wouldn't it be great if your students came to class prepared and you knew exactly what they needed to learn? This is the principle behind just-in-time teaching, a pedagogy in which students submit electronic assignments before class and the instructor tailors the class to respond "just-in-time" to students' understanding.

First developed for physics, just-in-time teaching begins with a question submitted 24 hours before class, such as "In rewinding an audio or video tape, why does the tape wind up faster at the end than at the beginning?" (See Gregor Novak *et al. Just-in-time Teaching: Blending Active Learning with Web Technology*: Prentice-Hall, 1999)

These "warm-up" questions engage students so that they are more likely to read the assignment and apply their learning to a real-life problem. In class, the instructor creates small group activities using actual student responses such as "the tension is less due to less tape," and "there is constant angular velocity…but high linear velocity." Such diverse answers prompt small group discussion about the underlying physics and what constitutes a satisfactory explanation.

These "warm-up" questions engage students so that they are more likely to read the assignment and apply their learning to a real-life problem.

Just-in-time teaching is readily adaptable to other disciplines, such as my own field of economics. Moreover, course management tools such as WebCT and Blackboard make it relatively easy to integrate Web research into just-in-time assignments. For example, I recently asked students "Based on your reading in the textbook and what you learn about capacity utilization and inventory levels at *http://www.whitehouse.gov/fsbr/production/html*, what do you expect to happen to U.S. investment in the next quarter?

The second step in just-in-time teaching—developing in-class activities based on these submissions—has proved more challenging. Although the pre-class assignments provide a wealth of content for subsequent class work, it isn't always easy to design in-class work so that students continue the active learning they began online. I tackled this problem with other instructors at a FACCC "Teaching, Learning and Technology" workshop in March. We looked at five types of in-class activities.

Student Analysis of Student Responses

As in the physics example above, instructors can copy and distribute student responses to student pairs or small groups. I have tried distributing all student work at random so that each group analyzes different responses. Alternatively, I choose three or four students answers, so that each group looks at the same ones. In both cases, I find that students enjoy looking at each other's work; it feels inherently real, and, for some students, it is an eye-opener to see the quality of high-level answers. Questions from other disciplines that work well with this technique include:

PSYCHOLOGY. Ask students which theory of human behavior (biological, learning theory, psychodynamics, cogni-

tive, sociocultural) best explains why fights have become a common occurrence in the school parking lots.

ENGLISH. Ask students to interpret the ambiguous ending to a poem.

GEOLOGY. Ask students to explain plate tectonics as if they were speaking to their 80-year-old uncle. In-class groups judge the explanations for accuracy, clarity and originality.

Academic controversy

Just-in-time submissions can serve as the prompt for a debate. For example, before class I ask students to send me three pro and con arguments on the statement: "The U.S. should impose import tariffs on athletic shoes." Instead of a standard debate with only a few participants, I use an "academic controversy," which is explained in Philip Cottell and Barbara Millis' Cooperative Learning for Higher Education Faculty, Oryx Press, 1997. Student pairs prepare each side of the debate, present their arguments to the rival pairs, and then determine as a group of four the strongest argument on each side. The activity is helpful preparation for a writing assignment in which students work independently but may also use ideas generated in their small-group discussion.

Even if students read the same material, instructors can ask them to prepare different tasks for subsequent group work.

Jigsaw

An effective technique for covering extensive course material is the jigsaw, in which different pre-class readings are assigned to different students. (See Cottell and Millis) The in-class activity asks students to share the content of their assigned readings. Just-in-time submissions serve as a check to make certain that students are prepared and have organized their thoughts in a manner ready for dissemination to other students.

HISTORY. Students read different interpretations of Virginia colony's 1675 Bacon's rebellion. In class, students meet in groups in which one person reads each explanation. Each student gives a short summary and the group then explores causes of the rebellion.

Literature circles

Even if students read the same material, instructors can ask them to prepare different tasks for subsequent group work. In "literature circles" students are assigned roles such as: summarizer, connector (finding connections to life experiences and other class readings), vocabulary builder (identifies and defines key concepts), discussion director (creates helpful questions for group discussion), passage master (identifies important or problematic sections in the reading). (See Harvey Daniels, *Literature Circles: Voice and Choice in the Student-Centered Classroom,* Stenhouse, 1994). Again, just-in-time submissions help me to monitor student preparation.

Low-tech just-in-time teaching

Just-in-time teaching is possible using note cards or Post-Its in class in place of electronic submissions prior to class. The instructor asks students to fill out a card or Post-It that is collected and compiled by category. In the example below, the techniques provides a quick survey of student attitudes and a springboard for further discussion.

EDUCATION. Students respond to the question "When is it appropriate to introduce discussion of homosexuality to school children?" Answers include: never; in college; in high school; in middle school; or in grade school. Answers are tallied by asking students to place the card or Post-It under the chosen answer listed at the front of the room. Individual cards are chosen and the respondent explains his or her position in greater detail.

I'm excited about the prospects of just-in-time teaching. Small group work is far more productive when students come to class prepared and when I know what they need to learn. I invite *FACCCTS* readers to send me additional applications of the technique.

I thank Mike Dulay, Peggy Renner and FACCC workshop participants for their contributions.

Mark Maier teaches economics at Glendale Community College, where his peers recently gave him the "Distinguished Faculty" award. *Maier's work with just-in-time teaching is supported by the National Science Foundation's Course, Curriculum and Laboratory Improvement Program under grant DUE-0088128.*

Fran Chandler

Professor of Business and Computer Information Systems, Santa Monica College
Education: *All but eight units of a doctorate in Organizational Communication, USC; MBA, bachelor's and associate degrees from Eastern New Mexico State University*
Originally from *El Paso, Texas*
FACCC member since 1985

Fran Chandler is FACCC's 2001 Full-Time Faculty Member of the Year.

"There is not another FACCC member who deserves the FACCC Full-time Faculty Member of the Year Award more than Fran Chandler," said Santa Monica College instructor Lantz Simpson.

A past president of the Santa Monica College faculty union and a former FACCC board member, Chandler was instrumental in establishing a special relationship with FACCC that automatically makes all Santa Monica College faculty members of FACCC. This arrangement gives FACCC additional resources to lobby on behalf of community college instructors, counselors and librarians.

FACCC helped support Santa Monica's faculty when its union sued the community college district for violating the "50 percent law," which requires that districts spend at least half their educational expenses on instruction. FACCC and Santa Monica faculty's advocacy to request an investigation of 10 community college districts led to a landmark state auditor's report last October that revealed six of the 10 districts were not complying with the law. The report has led to greater enforcement of the 50 percent law by the state Chancellor's Office.

What was your reaction when you heard about the award?
I was stunned. I really felt there were a lot of people who have worked harder than I have, then I realized [FACCC] board members aren't eligible. I'm honored and touched.

How long have you been teaching?
I've been teaching for 28 years at the college level. I started in 1972 with New Mexico State.

What do you love about your job?
I like the challenge of the interaction with students and working with them. It's fun; the classroom is fun.

What has been your greatest challenge?
Getting support from the powers that be, from administrators and from the state, so that what takes place in the classroom is more fruitful and fulfilling for students and faculty alike. I think what every faculty wants is to be given the resources, then be left alone. A *laissez faire* attitude. But there aren't enough resources.

What has been your greatest accomplishment?
Other than writing a business communication textbook (which took me five years!), all of my accomplishments have been as a member of a team. I've been lucky enough to work with many extremely qualified and committed colleagues.

The team effort of which I am most proud is the work we did to prove to legislators that at least 60 percent of colleges are violating the "50 Percent Law." Thanks to the amazing behind-the-scenes political magic of [Executive Director] Jonathan Lightman and [former Government Affairs Director] David Hawkins; the FACCC board and officers; the support of the Santa Monica faculty; and a highly skilled, creative and courageous team of SMC union leaders, we were able to convince the Joint Legislative Audit Committee to do its own audit of Santa Monica College and nine other colleges' spending.

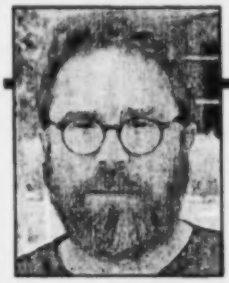
And this was done despite opposition from the Chancellor's Office and the Community College League of California.

What would you change about your job?
If I only had one choice, it would be the power of magic over Sacramento. I would use this magic wand to make the politicians see what the community colleges need, what our students need to really succeed. They use this word, student success, as if they know what it means. I know it doesn't mean Partnership For Excellence funding without augmentation, like we lost this year.

What teaching tip would you like to share?
See the classroom as fun, and the interaction with students as fun.

Why is being a FACCC member important to you?
Because it's the only way that we have influence on Sacramento that's completely and totally directed at community college faculty. Both the big unions have connections to their K-12 units that pulls them into one direction that community colleges wouldn't like, and FACCC doesn't have that. That's why we feel it's extremely important. We felt it was so important that we brought all our faculty members into FACCC.

What's one thing most people don't know about you?
I'm a grandmother; three girls and one boy.



Lantz Simpson

Part-time English instructor, Santa Monica College
Education: *Graduate work in public policy at San Francisco State University; Master's degree in creative writing, University of Oregon; bachelor's in English from University of Oklahoma.*
Originally from *Edmond, Okla.*
FACCC member since 1986

Lantz Simpson is FACCC's 2001 Part-Time Faculty Member of the Year.

Simpson was nominated unanimously for the award by the Santa Monica College Representative Assembly, a 36-member elected body representing the college's academic and vocational departments.

"As a FACCC advocate, Lantz Simpson has been invaluable in contributing to the statewide recognition of FACCC's important role in the state," the assembly wrote in its nomination paper.

Simpson was elected president of the Santa Monica College faculty union in June 2000, demonstrating the high regard his colleagues hold for him. He models the philosophy by which the college's faculty union operates today: gains for part-time faculty are best reached in unity with full-time faculty. A FACCC member since 1986, Simpson worked closely with union officers to promote FACCC membership, coordinate campus visits, and more recently, lead the college's largest delegation to FACCC's Leadership Lobby Day in Sacramento.

"In the words of one student's mother," the assembly wrote, "Lantz Simpson 'is a fabulous, devoted teacher.' Despite everything else he is doing, Lantz's students are of major importance to him. His approach to teaching English is creative. He demonstrates great enthusiasm and intelligence and is ever ready to individualize instruction to meet a student's needs."

Simpson will receive his award at a reception during the Sept. 28-29 FACCC Conference at The Fairmont Hotel in San Jose.

What was your reaction when you heard about the award?
I was very happy and very pleased and very honored.

How long have you been teaching?
Fifteen years. I had a semester here and there at universities, but I've taught mostly at community college.

What do you love about your job?
I really enjoy all the different kinds of students I get at Santa Monica College. It's not just cultural and ethnic diversity, but all kinds of different people and backgrounds, different ages, experiences. I find it all very interesting.

What has been your greatest challenge?
To get full-time faculty to see that it's in their interests that part-time faculty equity be accomplished. We're making progress on that, definitely in the last 10 years we've made a lot of progress with the faculty here, and in the last three years we've begun to make progress statewide.

What has been your greatest accomplishment?
Being elected president of Santa Monica College Faculty Association. I was re-elected without opposition.

What would you change about your job?
To change the employment conditions of part-time faculty. I'm working for part-time faculty equity in every sense of the word, not just in compensation. Things like due process and professional service to the college and students.

What teaching tip would you like to share?
I teach a writing class and I like to have the class sit in a circle, so that everyone can face each other and not shrink in the corner. People feel more equal and comfortable with each other.

Why is being a FACCC member important to you?
It's clear to me that FACCC is a very professional organization that does a great job in Sacramento representing the interests of community college faculty. And I look forward to FACCC accomplishing even greater things in the future.

What's one thing most people don't know about you?
I can read upside down.

Start thinking about colleagues you'd like to nominate for the 2002 FACCC Awards. Contact Membership Director Lyndon Marie Thomson at (916) 447-8555 or LyndonMT@aol.com *for nomination criteria.*

CARL FRIEDLANDER

President, L.A. College Faculty Guild, Local AFT 1521. English & ESL professor, City College.
Education: *Bachelor of Science in English from CalTech, master's degree in English from Stanford University; master's in linguistics from Cal State Northridge.*
Originally from *Belmore, N.Y.*
FACCC member since 1990

Carl Friedlander is FACCC's 2001 John Vasconcellos Advocate of the Year.

Friedlander, president of the Los Angeles College Faculty Guild-AFT Local 1521 and a FACCC member since 1990, was one of the key leaders in spearheading a FACCC and guild-led effort that united faculty groups and led to historic 1998 improvements in retirement benefits under the California State Teachers' Retirement System.

Under Friedlander's leadership, community college faculty have been directly involved in helping elect many Los Angeles-area legislators. Most recently, Friedlander led the guild to play a major role in the passage of Proposition A, the $1.25 billion construction bond.

He also helped found the Southland Faculty Alliance in 1988. Patterned after the Bay Faculty Association, the alliance brings together representatives of more than a dozen community colleges to share information, promote the colleges, and work with FACCC on legislative and other issues.

Thanks to Friedlander, FACCC membership in the Los Angeles Community College District has increased by 70 percent since 1996, when he became guild president.

Friedlander will receive his award at a reception during the Sept. 28-29 FACCC Conference.

What was your reaction when you heard about the award?
Obviously I was really excited and thrilled and proud, and feeling like it belongs to a group of very talented active people in the guild rather than to me personally.

How long have you been teaching?
I started teaching full time in 1980. I started part-time in 1977 at City [College].

What do you love about your job?
For me it's been a chance to really make a difference. Also, I have some really wonderful people that I work with that I learn a lot from. The Guild is a strong union with a proud history, with ample resources and experience. We've changed things in the district and at the statewide level. We've been able to turn things around in the district, which was in really bad shape five years ago.

It's particularly exciting in L.A., because you're part of a large dynamic labor movement.

What has been your greatest challenge?
Because the Guild has always been a very strong and influential union, the challenge of doing some things differently and getting people to embrace change in certain areas has been complicated. We've been able to do it, but it takes a lot of work. People are excited about the changes in the district.

What has been your greatest accomplishment?
Before I became Guild president, one of the things I became proudest of was, in collaboration with a couple of colleagues in the English department, we began bringing wonderful writers on campus to connect with the students at the college. It added a lot to the life of the campus.

Decentralization, salaries progress, passage of the local bond, two CalSTRS reforms. The district today is completely different than what it was six years ago. We have talented presidents, a savvy chancellor, enrollment is booming. Morale is certainly much better.

What would you change about your job?
I wish we could solve the mystery of getting many more faculty actively involved in the work of the guild and the work of FACCC. Get more of the younger, newer faculty involved in political life in the union and FACCC and community colleges in general. I think that is key to continuing the progress.

What teaching tip would you like to share?
Any kind of good teaching has at its heart the right kind of relationship between the teacher and student. Without that, I don't think knowledge of subject matter will get you very far.

Why is being a FACCC member important to you?
I think FACCC has done an incredible job of staying on top of the issues. It really has been the voice of community colleges faculty statewide. I'm proud to be a member of AFT [American Federation of Teachers] but FACCC plays this critical role as the statewide voice for community college faculty in the Legislature and often in the media. It's the one organization that whatever district you work in, whether full-time or part-time, classroom faculty or not, you can express your views through FACCC.

What's one thing most people don't know about you?
I'm married with two kids: a 17-year-old girl and 12-year-old boy. And I walk and swim for exercise.

AB 1725 *continued from page 8*

by written resolutions or policies. It also defined "academic and professional matters" as consisting of 11 distinct areas*(see box at right)* from designing the curriculum to creating processes for program review and budget development. In other words, while AB 1725 introduced the concept of "shared governance," it is actually Title 5 that defines the scope and nature of Academic Senate power.

AB 1725 streamlined the community college system, strengthened accountability, and provided financial incentives for hiring thousands of new faculty who reflect the diversity of the student body. Overall, it gives faculty the status and legal power to ensure that the colleges always stay focused on academic excellence and student success. The young instructor who wrote FACCC that he got his full-time teaching position because of his outstanding talent and academic background was only half right. Yes, he would have gotten a job, but if it weren't for AB 1725, most likely he'd be just one more soldier in a vast army of exploited part-timers. Now that's a war story worth telling.

Cy Gulassa is a retired English instructor and former FACCC president. He was chairman of the task force responsible for AB 1725 faculty reforms.

The Academic Senate powers are delineated in Title 5 of the California Code of Regulations.

"Academic and professional matters" means the following policy development and implementation matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

New Members *continued from p. 46*

Fernando Padilla
Janet Pakes
Firoozeh Papan-Matin
Julian Parness
Sherry Payne
Terry Pearson
Karen Peirce
Iris Pell
Lloyd Pentecost
Carolina Perez
Leonora Pezzuti
Scott Phillabaum
Franklyn Phillips
Lana Phillips
Robert Pindroh
James Pitcher
Scott Pletka
Valerie Porter
Ludmila Posner
Sandra Powazek
Barry Preston
Dawn Quesada
Margaret Quinones
Raquel Ramirez
Gary Rathburn
Hans Rau
Dorothy Ray
Gina Raymond-Embry
Dyke Redmond
David Reed
Denise Rees
Eleanor Reich
Miguel Reid
James Reilly
Donald Richardson
Lance Richlin
Boris Ricks
Nel Rinden
Paul Roberts
Marthe Rocca
Glenn Rodriguez
Jeannette Rodriguez
Michele Rose
Susan Rosett
Dale Ross
Mary Rota
George Rubio
Raul Ruiz
Ronald Russell
Gilbert Saint Leon
Sheila Salley
Fredrick Samia
Mitra Sanandajifar
Marta Sanchez
Mary Jane Sanchez
Stephanie Sanchez
Shie Sato
Liane Sato
Daniel Saucedo
John Schroeder
Linda Schuster
Jacqueline Scott
Sandra Setoguchi
Gertrude Shafer
Ann Shamel
William Sharpe
Jane Shibata
Amy Shimizu
Janet Shin
Keith Shishido
Antoinette Simmonds
Ellen Sinatra
Arnel Sison
Habibou Sissoko
Michael Skelton
Roger Smith
Laura Sonnichsen
Linda Sonnonstine
Janine Spears
Charles Stapleton
Nia Stefany
Joan Stein
Paul Stein
Ann Stenglein
John Stide
Ann Stone
Leo Lai Suen
Sally Sullivan
Carol Surface
Judith Swytak
Gizaw Tadele
Janet Takahashi
Kanzo Takemori
Bonita Tanaka
Angelle Tanner
Al Tarver
Scott Taylor
Ira Tenenbaum
Margo Ternstrom
John Thawley
Jayne Thomas
John Thompson
Delia Thornton
Andrew Tonkovich
Benito Torda
Carol Toussant
Stephanie Towler-White
Marc Trujillo
Hirut Turner
William Urmston
Julie Uslan
Michael Valle
Michel Van Biezen
David Van Slyke
Elizabeth Vance
Gregory Verabian
Martine Verhoevven
Kern Von Hungen
Cheryl Walker
Christopher Walker
William Wallace
Cara Wallis
Reta Walters
Andrew Walzer
Julie Ward
Jennifer Weinstein
Paul Wenner
Winston Wilde
Gina Williams
Bryan Williams
David Willis
Virginia Wilson
Roberta Wolin-Manker
James Wong
Simon Yan
Gary Yanker
Jose Ybarra
Isabel Yeung
Nina Yoshida
Anne Young
Maria Zamudio-Dawa
Paula Zeszotarski

Santa Rosa Junior College
Ellindale Wells
Breck Withers

Shasta College
Nicholas Cittadino
Karen Henderson

Skyline College
Sandra Nieto

Southwestern College
Mauricio Aparicio III
Emilia Rivera-Simental

Vista College
Karen Carruthers

West Los Angeles College
Marlene Shepherd

Woodland Community College
Noel Bruening
Joanne Moylan

How to get staff development funding to attend conferences and workshops

by John Jacobs, Pasadena City College

A few minutes of research and writing can vastly increase your chances of getting funding for your workshop or conference attendance.

It's best to align your request with your college or district's agenda. After all, while the funding is intended for your professional development, they often feel that it's their money, not yours.

Look at the current year's goals and objectives of your college or district. The president and trustees develop this document. Some key phrases to look for:

- Increase online courses
- Improve the college's image
- Student success
- Improve retention
- Improve diversity

Use one or more of these objectives, and point out the relationship between your professional development and their goals.

Identifying Funding Sources

A few are listed below. But be creative and seek other sources. Apply to multiple sources. A single source may provide only part of the funding. You will find that you won't have to rewrite the entire proposal for each request, just focus on the goals of each organization or person.

- Staff development funds (see your staff development coordinator)
- Technology training funds ("TTIP")
- Division deans/department chairs
- Vocational education funding (if there is a vocational component)
- Office of Instruction (especially for pedagogy-related workshops)
- "Partnership For Excellence" funds (look at the district plan for use of PFE funds)

For a PFE grant, you should look at a successful proposal and model yours after that one. Be sure to describe the (1) need, (2) problem (3) abstract—what will you do?, and (4) the plan for disseminating the information. The outcomes of PFE spending must be reported, so deans, presidents, etc., will look kindly upon anything they can report in a positive light.

- College president (this is often much easier than you would think)
- Local faculty union
- Local faculty senate
- Student activities fund or student government. Bring a student with you and sometimes they will fund both of you. Be the student's sponsor or mentor. This is often effective when the conference contains political and policy training.
- College foundations may also have money available. Look at their mission and goals statements to align your request with their agenda.

Writing the Proposal

In the proposal, when possible, indicate how you will disseminate the information or expertise that you gain from the workshop or conference. Will give a report to a committee, department, or academic senate? Give a short workshop on campus to share the information?

The main purpose of professional development is to improve the quality of education to our students. It is easy to connect conferences, workshops and seminars with being a better teacher, a more expert presenter, or more effective educator. The money is there, it's just a matter of asking.

One final, excellent ongoing solution recommended by FACCC member Tim Harrison at Fullerton College:

> *"Volunteer to be on your staff development committee, which reviews all travel/conference requests, among other duties. While they grant most reasonable requests, some are denied that don't meet the requirements established by the committee (usually aligned with the college's mission, vision, and goals statements). If you have to participate in committee activities, which most of us do and should have to, this is a good one. The work load is light and the people are good, and they generally deal with giving out money so faculty can go away to conferences that will help them to be more successful at what they do."*

Don't be afraid of having your requests denied. You can't get a "no" unless you ask. Ask everyone who has funding available. You never know who will say "yes."

John Jacobs is a FACCC governor and art instructor at Pasadena City College. He is also a past board member of 4CSD, the California Community College Council for Staff Development. Jacobs wrote this for the FACCC Education Institute, FACCC's subsidiary for information dissemination and professional development.

Register today for the Sept. 28-29 FACCC Conference at The Fairmont in San Jose. Call (916) 447-8555.

43

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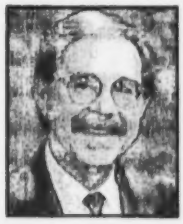

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Harvard U. Students Share Stories

Making the Most of College: Students Speak Their Minds
by Richard J. Light
Harvard University Press, 2001
Hardcover, 256 pages
$24.95

Save 30 percent when you buy your copy online from the FACCC Book Service at www.faccc.org

by Dana Hood Morgan, Santa Monica College

Is research that focuses on Harvard undergraduates relevant to community colleges and its students?

Before reading Richard J. Light's book, *Making the Most of College: Students Speak Their Minds*, I was skeptical about the value of yet another research study from Harvard. However, I became fascinated with the statistician's evidence: student narratives about successes in and out of the classroom. Drawing on qualitative research, Light provides a rich source of ideas for improving students' experiences in college.

Light, a professor in the Harvard Graduate School of Education and the John F. Kennedy School of Government, is an academic who has helped change policy at Harvard and elsewhere. He first came to my attention in John S. Rosenberg's article, "The Storyteller" (*Harvard Magazine*, January/February 2001). In 1986 Harvard's president, Derek Bok, called Light to ask, "Who in our great university is systematically examining the effectiveness of what we do in a sustained way?" Light started "assessment seminars" which brought together faculty and administrators from Harvard and 24 other institutions, including Bunker Hill Community College. They decided to determine how to "improve teaching, advising, and the quality of life."

Why, they asked, do some students do well and other fail, despite similar high school preparation? What makes a course effective? Would undergraduates be able to articulate what made their college experiences a success?

Small class size, we know, can support student success, and many students identified the importance of tutorials, seminars and internships. What was unexpected for Light was the number of students who reported that their most profound college experience was a noncredit, mentored internship. Many students were thrilled by the chance to work with faculty member on their projects and to design and implement their own projects.

Another surprise came when Light asked students to identify a critical event that had affected them during their college years. Four-fifths of them chose a situation or event outside the classroom, such as an extracurricular activity or a one-on-one mentor relationship. Also, he did not expect students to say that they preferred structured courses with frequent quizzes and short writing assignments to courses with one major paper. He assumed that they would prefer less work and less writing. Related to their response was the student desire for "quick feedback" from the instructor and the opportunity to revise and make changes before receiving a final grade.

Another finding that stands out concerns a change in the nature of homework—from a solitary activity to a social experience. Study groups and collaborative projects, Light found, had become increasingly common. Students reported that working with others increased their learning and engagement in their courses.

Students reported that working with others increased their learning and engagement in their courses.

Light also highlights specific classroom strategies and out-of-class practices that students said helped them succeed, such as the "one-minute essay" written at the end of class meetings. Students quickly record the principle thing they learned that day and the idea they found most difficult. This is a low-tech solution to assessing the success of instruction and helps teachers decide what to reinforce at the next class. Knowing it's coming may also help keep students awake.

The students quoted in *Making the Most of College* are articulate. They think deeply and enjoy telling about their positive experiences. But we can't forget that these students have stellar GPAs, and their university is one of the most heavily endowed research institutions in the nation. From Light's book, I understand more clearly the meaning of attending Harvard and how crucial it is to them to "make the most" of this exceptional educational opportunity.

How, I wonder, would our community college students respond to this book? How would they respond to my opening question? *Is research that focuses on Harvard undergraduates relevant to community college faculty and students?* The answer is yes. We all need to know about "best practices."

Dana Hood Morgan teaches English at Santa Monica College.

2001.2002

TRAINS, PLANES AND AUTOMOBILES

We know how much faculty love to travel. So, here you go...

You can win a free round-trip flight for two anywhere in the U.S., and/or a train trip, perhaps in New Hampshire on the cog train, or the Skunk Train at Fort Bragg, or along the California Coast on the Starlight Express. Plan your trip now for next summer, then recruit the members and let FACCC send you on a holiday.

FACCC has 8,600 members. This year's membership goal is 1,200 new members. We want 10,000 members by FACCC's 50th birthday in 2003. Together, we can make this happen.

When you sponsor (recruit) new members you will receive:

- For **one** new member, a travel mug filled with a delicious fuel to keep you going.
- For **two** new members, a FACCC pin and tote bag for all those goodies you purchase during your travels.
- For **four** new members, a handsome FACCC watch that will help you keep on schedule.
- For **five** new members, two tickets to Disneyland the day before or after the 2002 FACCC conference in Anaheim.
- For **six** new members, a beautiful FACCC wall clock for your office.
- For **eight** new members, a 3-day car rental for any place you desire.
- For **10** new members, you'll attend the September 2002 conference in Anaheim with paid registration.
- For **12** new members, a train trip for two.
- For **15** new members, a plane trip for two.

How can you sign on all these new members? Here are some EASY ways:

1) Just ask. Request a list of nonmembers and membership cards from Membership Director Lyndon Marie Thomson.

2) New hires are very willing to join. They receive a six-month complimentary membership.

3) Attend an academic senate or department meeting and sign up your colleagues all at once.

4) Lyndon will come to your college at no cost, and give a new-hire orientation presentation. You'll get the credit towards the gifts.

5) Sign a nonmember letter. Just let Lyndon know you are willing to be a letter signer. She will do the rest and you'll get the credit.

6) Lyndon will walk the campus with you. Introduce her to nonmembers and she will talk with them.

For more information, trip suggestions and recruiting tips see www.faccc.org

New Members

These new members joined between April 25 and July 30. When you see them around campus, please welcome them to FACCC.

American River College
Tak Auyeung
Greg Baker
Janet Brecher
Kathleen Collihan
David Fox
Robert Gonzalez
Traci Gourdine
Marsha Herlache
John Hess
Gregory Jorgensen
Marsha Leeman-Conley
Craig Lehman
Thomas Logan
David Lopez
Robert Lyman
Eileen McCaffrey
Gregory McCormac
Karen Pesis
Robert Quintero
Lori Smith
James Snoke

Antelope Valley College
William Lund

Bakersfield College
John Gerhold
Dallas Grider
Bruce Meier

Barstow College
Sona Vartanian

Butte College
Susan Dontanville

Cabrillo College
Kate Hartzell

Cerritos College
Scott O'Neil

Chabot College
Marion "Wendy" Alexander
Sean McFarland
Gene Rockemann

Chaffey College
Diana Cosand
Cindy Walker
Donna Wedell

College of the Canyons
Terry Borst
Kim Gurnee
Michele Harris
Brock Travis

College of the Redwoods
Ruth Coughlin

Columbia College
Laureen Campana

Contra Costa College
Ricky Figuera
David Houston

Cosumnes El Dorado Ctr.
Brian Robinson

Cosumnes Folsom Lake Ctr.
Stacia Thiessen

Cosumnes River College
Carolyn Abrams
Lance Parks
Ronald Preble

Cypress College
Kathleen McAlister
Kathleen Reiland

East Los Angeles College
Irene Vasquez

Evergreen Valley College
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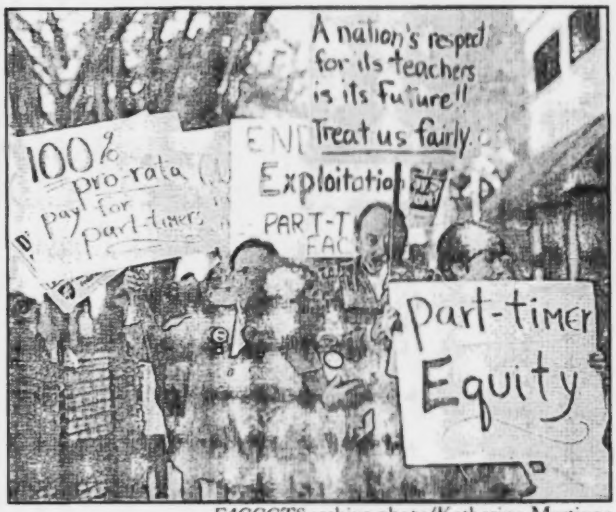
See New Members, p. 40

Off Track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FACCCTS archive photo/Katherine Martinez

FACCC members join other part-timers for a 1999 protest at the state Chancellor's Office in Sacramento.

***Off Track*, the newsletter for part-time faculty, is now published in each issue of *FACCCTS* so that all FACCC members may read about part-time faculty issues. Please send news, announcements and story ideas to Katherine Martinez at *k7martinez@aol.com* or call (916) 447-8555.**

The 2001-2002 state budget signed by Gov. Gray Davis on July 26 had both good and bad news for the California Community Colleges.

Among the good news was that for the first time, the state budget contained $57 million to increase part-time faculty salaries so that they're more comparable to full-time salaries for similar work. The budget also contained $3.4 million for the part-time faculty office hours program.

FACCC Vice President Rich Hansen told *The San Jose Mercury News* in a July 27 article that while the amount falls short of the what's needed for pay equity for all 30,000 part-timers, it's a significant first step in that direction.

"Part-time faculty contributions are finally being recognized by the governor and Legislature," FACCC Governor Margaret Quan told Bay City News Service, which covers the San Francisco Bay Area. "We worked in coalition with our full-time faculty colleagues over a decade to advance equal pay for equal work. This landmark budget is the most dramatic step forward in this process."

See p. 17 for legislation affecting part-time faculty retirement.

Simpson is Part-Timer of the Year

See the Faculty Focus on Lantz Simpson, p. 38.

Start thinking of colleagues you could nominate for next year's FACCC Awards. Contact Membership Director Lyndon Marie Thomson with any questions about nomination criteria.

You May Qualify for Unemployment

Since part-time faculty are not guaranteed continuing employment, you should file for unemployment benefits at an Employment Development Department office the day after an assignment ends.

Even if you've been offered an assignment for the following semester, you're eligible for unemployment according to *Cervisi v. California Unemployment Insurance Appeals Board and Field Directive 89-55UI.* (For the complete text, visit the Part-Time Faculty section at *www.faccc.org*).

If the EDD rejects your application, you should file an appeal.

Part-timers must meet certain criteria. You must either have no other job between semesters or have a job that pays less than $259 a week during the time between assignments. You're not required to look for a job outside your field.

Contact Legislative Advocate Doug Lindsey if you have questions: (916) 447-8555 or *lindsey@faccc.org.*

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Margaret Quan, Part-Time Faculty Rep-North
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Leadership

FACCCTOTUM

A competent leader can get efficient service from poor troops, while an incapable leader can demoralize the best of troops.
—U.S. Army General John J. Pershing

Courageous risks are life-giving; they help you grow, make you brave and better than you think you are.
—Joan L. Curcio, educator

Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have and should have.
—Louis Boone, educator

Today's decisions are tomorrow's realities.
—Robert Schuller, clergyman

I persevered against the odds because I believed in my dreams. It would have been more difficult for me to live with that unfulfilled passion than it was to fight to make it happen.
—Shirley Muldowny, race car driver

It is fine to have ability, but the ability to discover ability in others is the true test.
—Elbert Hubbard, publisher

Leadership is based on a spiritual quality—the power to inspire, the power to inspire others to follow.
—Vince Lombardi, football coach

The value of compassion cannot be overemphasized. Anyone can criticize. It takes a true believer to be compassionate. No greater burden can be borne by an individual than to know no one cares or understands.
—Arthur H. Stainback, clergymen

Leadership is action, not position.
—Donald McGannon, broadcasting executive

The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on.
—Walter Lippman, journalist

Hear political commentators **Phillip Matier** (*San Francisco Chronicle*/Matier and Ross column), **Dan Schnur** (former communications director for Gov. Pete Wilson) and **Hallye Jordan** (formerly of the *San Jose Mercury News)* discuss politics and community colleges at the

FACCC Conference
Sept. 28-29
The Fairmont
San Jose

Also appearing:
Clifford Stoll, author of *High-Tech Heretic: Why Computers Don't Belong in the Classroom and* **Caroline Sotello Turner,** author of *Faculty of Color in Academe: Bittersweet Success*

Print out an agenda and registration form at *www.facc.org* or call (916) 447-8555.

Read about **how to get funding for conferences and workshops,** page 41.

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FACCCTS

JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 8 Number 2 December 2001

Take a Summer Trip
for Two on FACCC, p. 47

Community Colleges

Fight Back

Also: *Teaching Tips p. 15, 38 • Sept. 11 p. 21 • FACCC Conference Highlights p. 23 • Making Headlines p. 26*
Bond Measure Success p. 29 • Exhuming The Underground Grammarian p. 31 • Shared Governance p. 37

✓ *Mark Your Calendar:* ***FACCC Conference, Oct. 3-5, 2002*** *p. 22*

Can You Answer These Questions?

- Who are the key players in the community college system?
- What does COFO stand for and what does it do?
- What is the 50 percent law? What does it mean to you?
- What is part-time parity?
- What are the recent CalSTRS retirement improvements for faculty?
- What are FACCC and CalSTRS working on now for all faculty?
- What bills have FACCC, CFT and CTA co-sponsored recently?

If there's even one question you can't answer, then you need to be in the loop.

When you're a FACCC member, you'll receive the *FACCC Weekly E-mail Report*, the monthly newsletter *InFACCC*, and the award-winning journal *FACCCTS* to get the answers.

Here's another question:
Do you have the time to personally inform the governor and Legislature on community college faculty issues?

If not, then support FACCC, "Best Political Voice for Community College Faculty in the State," according to the *Sacramento News & Review*.

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Inside

THE BUDGET RESTORATION

Community Colleges Fight Back 10

When he vetoed $98 million from the community colleges' budget for instructional equipment, library replacement materials and scheduled maintenance, Gov. Gray Davis didn't expect a lot of complaints. But the colleges fought back.

- Community Colleges Bite Back, by John McFarland, p. 10
- The Epic Battle for Community Colleges, by Mona Field, p. 11
- CCs Respond to the Challenge, by Jonathan Lightman, p. 13

SPECIAL SECTION

2001 FACCC Conference 23

Self-described high-tech heretic Clifford Stoll joined other speakers to provide an entertaining and enlightening conference in the heart of Silicon Valley.

- The Power of Education, by Carolyn Russell, p. 23
- Getting Faculty News Into the News, p. 26
- Heard at the FACCC Conference, p. 27
- FACCC Awards, p. 28

DEPARTMENTS

Letters to the Editor 5
FastFACCCTS 14
Teaching Tip, by Val Cooper 15
Question of the Month: Sept. 11 21
Legislator Focus: Jerome Horton 28
Legislator Focus: Gloria Negrete McLeod 28
Faculty Focus: Raymond Wells 30
Faculty Focus: Brian Conley 36
Teaching Tip, by Marsha Fralick 38
Book Review, by Josie Gutierrez 43
Off Track 44
Retirement 45
New FACCC members 46
Member-Get-A-Member campaign 47

COLUMNS

Editor's View, by Katherine Martinez 4
A Matter of FACCC, by Carolyn Russell 7
View from the Front, by Jonathan Lightman 9
Exhuming *The Underground Grammarian*, by John McFarland 31

ACADEMIC & POLITICAL ISSUES

Assembly Bill 647: Whistleblower Act 19
Bond Measures: Secrets to Success, by John R. McDowell 29
Shared Governance at Rancho Santiago, by Brian Conley 37

On the cover:
"Tug of War," www.eyewire.com
Design by Katherine Martinez

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A Symbol of What *Can Be*

Benazir Bhutto, former prime minister of Pakistan, spoke recently at a Sacramento conference about fighting for freedom and justice.

"America is a symbol of what *can be* to millions of people," she said. "...that is what causes people to cross oceans and continents...."

One of the things that makes America great is the opportunities it offers for higher education.

Faculty members at the California Community Colleges teach 2.5 million people every year. You're preparing students for four-year universities. Training nurses, mechanics, childcare providers and workers in other professions vital to our state. Helping people learn new skills and ensuring that California's workforce remains strong.

And there's no time when the Golden State needs community colleges more than in a recession.

But you know that. That's why you came out in full force, in the media and in letters and phone calls, urging Gov. Gray Davis to restore some of the $126 million he vetoed from the community colleges' budget.

Once you see what's at stake, it's easy to find the motivation to act.

We showed the governor, without a doubt, that community colleges can "bite back," as John McFarland says on page 10.

But think about it. If all 49,000 community college faculty were FACCC members, would Davis have vetoed the money in the first place? The pundits always point out that K-12 teachers have the big unions in their corner. FACCC can be a heavyweight, too.

Don't wait until next year's budget crisis. Talk with your colleagues today and ask them to join FACCC. Apply for a position on a committee or run for the board of governors. Write for *FACCCTS*.

"One must never, never, never give in," Benazir Bhutto said.

Faculty members must stay strong, and stay committed, in these troubled times.

Katherine Martinez
Managing Editor

FACCCTS (ISSN 1535-3273) is the journal of the Faculty Association of California Community Colleges, a nonprofit professional association that lobbies for all California Community Colleges faculty, and the FACCC-Education Institute, FACCC's subsidiary for information dissemination and professional development. ***FACCCTS* is published four times** during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. *FACCCTS*' primary purpose is to provide a forum for faculty and the CCC "community." **Opinions expressed are those of the authors** and do not necessarily represent those of FACCC and FACCC-Education Institute, their boards, general membership or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to edit all text according to The Associated Press style and as deemed necessary. **For a copy of writers' guidelines**, please call (916) 447-8555, see the Publications section at *www.faccc.org*, or write to FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. **Visit FACCC** at *www.faccc.org* for legislative alerts, information on FACCC-sponsored legislation, daily political news, advertising rates, Question of the Month, discounted online purchases of books and merchandise, special offers and more.

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Faculty Have Little Power in Governance

Just a note to let you know how much I appreciate the work you do at FACCC—the quality is always excellent.

I especially enjoyed the recent article on shared governance ["Growing Pains: Faculty's Role in Governance," September *FACCCTS*]. I had tried to write an article on the topic, with which I have been associated since 1989, but came up short. There were so many conflicting ideas and memories. I am still not sure shared governance is anything but a way to keep faculty thinking they have a share in managing the colleges. The actual power is so very small.

So your article, listing various views from all kinds of faculty members, was a good way to get a sense of the impact of Assembly Bill 1725.

Lee Hancock
English Composition and Literature
Retired, part-time faculty
Former academic senate president (1989-1992),
Los Angeles City College

September Issue a Primer on AB 1725

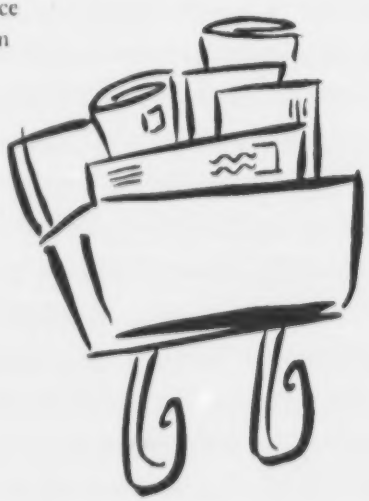
The September issue of *FACCCTS* shows precisely why it has won the APEX Award of Excellence for the past two years. As the newly-elected FACCC vice president, I want to acknowledge how proud I am to be represented by *FACCCTS* Managing Editor Katherine Martinez.

The September issue can be seen as a primer on the legacy of Assembly Bill 1725 and "shared governance." With two articles, one by a prime mover of the legislative effort, Cy Gulassa, and one a reprint of a 1988 interview with then-Assemblyman Tom Hayden, Martinez set the historical context for the landmark legislation. Then, in her own article, she took on the difficult, risky task of identifying the controversies that grew over the years as faculty and administrators cope with the legacy of AB 1725. Martinez backed up this exploration with a piece by Jean Lecuyer of Glendale Community College, who took a thoughtful look at this legacy from the point of view of "a faculty member from a college where governance works reasonably well..."

The entire issue should have been required reading to prepare for the summit discussion of this landmark legislation that was the highlight of the September FACCC conference in San Jose. Some of those who helped shape the legislation were on hand: Bob Gabriner, Patrick McCallum, Brian Murphy, Larry Toy and David Viar. And while not all came to the same assessment of AB 1725's legacy, they seemed to be proud of the legislation's essential goal—to establish a framework within which the various components of the community college system have a voice in governance.

I count myself among those who come from districts "where governance works reasonably well," and while democracy is often messy, it remains my preferred alternative. I thank the authors of AB 1725, and I thank Katherine Martinez and the other FACCC staff members for helping me and other faculty better understand the legacy of that legislation. Now let's make it work!

Richard Hansen
FACCC Vice President
Mathematics
DeAnza College



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Looking Forward, Looking Back

Carolyn Russell

"If we build it, will they come?" we asked about the FACCC conference after the events of Sept. 11. "Would community college leaders gather in San Jose, or would they remain at home to sort out the feelings and changes the attacks provoked?"

We considered canceling the Sept. 28-29 event, but decided that we could use the time to find comfort, strength, and inspiration from our colleagues and friends. We share the belief that educators are change agents and that our role is to provide students with the tools to succeed in an increasingly complex society. The choice was a wise one. Our presenters and panelists helped us focus on the possible.

"Be a skeptic. Don't tell me I'm wrong. Prove it!" was author Cliff Stoll's mantra as he forced us to examine how, and how much, technology had entered our instructional space. Asked if he equated technology with educational failure, Stoll responded "Do our children spend too little time in front of video screens?" "Do they read too many books?"

Stoll's speech was outlined in permanent marker on his hand. The subheading "Powerpoint" was on his little finger. He reminded us of our school filmstrip experiences—we had permission to turn off our brains. No interaction was required; the teacher was reduced to projectionist. He suggested that Powerpoint presentations are only flashier film strips. "Why," he queried, "would teachers put anything between them and the students?" "Why would teachers disengage from the process and let the student go elsewhere?"

> ***...Stoll responded "Do our children spend too little time in front of video screens?" "Do they read too many books?"***

The conference's next event reunited five authors of Assembly Bill 1725, Bob Gabriner, Patrick McCallum, Brian Murphy, Larry Toy, and David Viar, and asked them to share the behind-the-scenes dynamics that resulted in this 1988 community college reform legislation.

"How did you make it happen with Deukmejian?" faculty asked. "He needed an education platform," they responded. "Why did program-based funding dry up and the concept fade?" "Two things," they replied, "after the bill was signed and the photo op was over, we were on our own. Then the economy soured."

After two hours, they closed to a standing ovation." A faculty member handed me a tribute to them. It said, "You are men of honor."

Saturday's legislator panel featured Joe Simitian (D-Palo Alto), Mike Briggs (R-Clovis) and FACCC Legislative Advocate Doug Lindsey. Mike Briggs recalled his experiences as a part-time instructor, noting that only now does he have a full-time job. Both politicians agreed that education needs to be a priority, and that it is more important to compromise and be players than to be ideologues. Both said they valued local control when it comes to rehire rights for part-timers, but that when needed, they would legislate policy across the board. Joe Simitian spoke of the need to honor promises made to education even if fulfilling them might have to be incremental. Lindsey suggested that a public who values education might want to reevaluate the lingering negative effects of Proposition 13.

At lunch, a panel with columnist Phil Matier of the *San Francisco Chronicle*, political consultant Dan Schnur, and Hallye Jordan, spokeswoman for Attorney General Bill Lockyer, agreed that the politics in redistricting had cemented the status quo and that only in two races might voters actually change the predictable outcome. They also agreed that if community colleges want attention, they need to (1) see legislators as their best allies and lobby them, (2) show up everywhere, every time (Matier referred to the omnipresent bike riders who have been successful even in paving a path on the Bay Bridge), and (3) contact the media with ideas that piggyback on stories that have just appeared.

We reconvened for a reception in my suite and watched the sun set over the foothills. We were energized, inspired and strengthened as we looked forward to meeting at next year's conference in Anaheim. See you Oct. 3-5.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC. E-mail her at FACCCPres@aol.com *or write a letter to the editor.*

See more conference coverage on p. 23.

A USER-FRIENDLY GUIDE TO IMPORTANT REFERENCE WORKS

FOR NEARLY TWO DECADES *A Research Guide for Undergraduate Students* has helped students avoid the pitfalls of conducting library research for term papers and theses. The new, fifth edition shows undergraduates how to use their research time efficiently and how to locate and evaluate material from electronic resources—including those available through the Internet.

The authors provide easy-to-understand summaries of the research tools available to students. Along the way, they describe nearly fifty reference works and research aids, including:

- *Book Review Digest*
- *Book Review Index*
- *Dictionary of Literary Biography*
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- *Literature Online (LION)*
- *Library of Congress Subject Headings*
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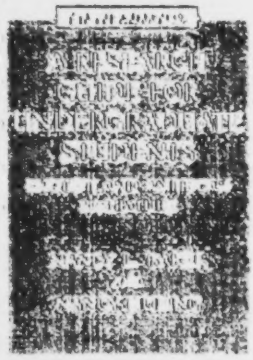

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The Real Challenge Lies Ahead

Jonathan Lightman

Syndicated political columnist Dan Walters delivered a painful dose of reality at the chancellor's State of the System address in September.

Walters said the community college budget restoration effort resulted in the return of $32 million, not out of $98 million in cuts, but out of $2.7 billion in lost Proposition 98 revenues—hardly an impressive victory and presenting no real cause for celebration.

The Legislature and past three governors have short-changed the community colleges, Walters said, on our share of Prop 98 funds for the past decade.

Prop 98 constitutionally guaranteed a funding "floor" for K-14 education, but was silent on how K-12 and community colleges would share the funds. Community colleges were brought into the initiative to boost its chance for success on the ballot, with the understanding that the split would be based on percentage of student enrollment.

Following voter approval of the initiative, FACCC helped sponsor legislation mandating that 11 percent of Prop 98 funds would go to community colleges. The Legislature has honored that split only once, in 1990-91. Since then, legislators have annually waived it in boilerplate language of the state budget.

Every year, FACCC confronts cynicism in the Capitol about the Prop 98 split. Sadly, we also face it with some of our colleagues who either perceive the fight as hopeless, or are organizationally precluded from lobbying against K-12 interests.

Walters' observation about the California Community Colleges is that we lack the three ingredients for successful Sacramento lobbying: a continuous Capitol presence, a sustained grassroots and public relations effort, and money.

The K-12 system, Walters said, has these components, and they win. While the University of California may not follow the exact model, it has other attributes that work just as well, most notably a well-organized alumni network.

Long ago, FACCC recognized this untenable dynamic in the California Community Colleges system and has been trying to change it. While FACCC has always maintained a dynamic presence in Sacramento, we recently focused our attention on public relations and building grassroots activity that goes beyond faculty, but includes all stakeholders in the community college system.

FACCC strongly supports the system's statewide marketing campaign, which will be the system's first attempt to explain community colleges to the public. President Carolyn Russell served on the marketing task force, providing an essential faculty voice. Morever, the FACCC Political Action Committee was one of the first organizations to donate money to this effort.

FACCC has also played a leading role in activating all stakeholders in the community colleges with the creation of a system-wide lobby day. While UC and California State University have long held annual lobby days, the community college system has never attempted it. When FACCC suggested this concept at the state Consultation Council last December, we emphasized the need for an alumni component.

As a result, the chancellor has designated April 17 as the first California Community Colleges Lobby Day. This will supplement, not supplant, FACCC Lobby Day on March 18. It will, however, be the first time that all stakeholders—including alumni —lobby together.

FACCC challenges all college groups to develop a "Friends of California Community Colleges" list, composed of key leaders in labor and industry who will advocate our interests during the state budget process. This is long overdue. If we're perceived as too poor or too powerless, let's invite VIPs in labor and business who benefit from the colleges to speak out with us.

Finally, FACCC will be far more aggressive in raising money for the FACCC PAC—the only statewide community college faculty political action committee. The PAC's new chairman, John R. McDowell, is dedicated to making faculty a major player in the legislative process, and that costs money. Please consider increasing your contribution to the FACCC PAC by an additional $12 per year (that's only $1 per month). If all our members took this simple step, we could easily double the fund's size.

The real challenge lies ahead. With an impending state budget shortfall of up to $20 billion, we'll need to ensure that we have all three systems in place—lobbying, grass-roots/public relations and money. Your participation, through lobbying, campaigning or fund raising, is essential.

Jonathan Lightman is executive director of FACCC. E-mail him at JLFACCC@aol.com *or write a letter to the editor. See guidelines on page 5.*

Community Colleges Bite Back

by John F. McFarland

It is unwise to turn to a historian for roseate memories of the past. He is not one to confirm the claim that the dark days of Gov. Gray Davis' budgetary butchery somehow deviates from a tradition of kinder, gentler treatment for the California Community Colleges. So return with us now to the leaden realities within the presumptive golden days of yore.

In their first seven decades, California's junior colleges received little from Sacramento save ukases intended to keep them in their place. Hence the Master Plan for Higher Education, engineered by Clark Kerr to establish his University of California as the seat of the state's intellect. It deputized both the state and the junior colleges as security forces to guard UC from the academically halt and lame.

What is new, then, is not the fiscal hit the colleges took but their capacity to bite back.

This view of the junior colleges as embarrassing distant relatives was lent sanction, however unthinkingly, by administrative groups who lobbied for a new term, "community" colleges, and a new design plan for them. The community colleges would continue offering those tedious vocational and transfer programs, riddled as they were with rigor and subject as well to standards not of managerial making. Happily, administrators could fashion any number of snappy community education courses so long as consenting adults could be lured into subscribing them.

For once the state paid for community college courses like "Hand Bell Choirs," "The Occult and You" and "Cooking with Jello." The damage done was greater than the cash obtained, however: the community colleges were marked as schlock houses.

"Macramé courses" became Gov. Jerry Brown's generic term for the inessential work the community colleges were doing. Soon, the California Community Colleges Board of

Governors, populated with Brown's appointments, issued order to cull a long list of such frivolities from college catalogues. This purge did not, however, release cascades of wealth to the colleges. Yet to be traversed was a barren span of 16 years of Republican governors with their red pencils. The burgeoning state prison system was enriched by what was almost exactly the amount of money cut from higher education.

Which brings us to this summer's $126 million surgery. Davis had been elected with strong community college support, a response to his visions of milk and honey flowing to the colleges. But now the governor seemed to have turned to a different kind of politics. The blood had barely dried on the cuts when Dan Walters, legendary political commentator with a column on page three of *The Sacramento Bee*, set to explain them. The colleges, Walters suggested, were victimized solely because they were helpless; Davis only bites agencies that are toothless.

Walters was probably right about the governor, but the governor misestimated the colleges' dentition. They successfully orchestrated a response strong enough that Davis agreed to restorations in the budget. Such recanting is extremely rare and may be unprecedented in the educational columns of the state budget. What is new, then, is not the fiscal hit the colleges took but their capacity to bite back.

John F. McFarland taught history at Sierra College for 32 years and has written for FACCC publications since 1972. A former FACCC president, he was a 1995 recipient of the Hayward Award for Excellence in Education.

To comment, write a letter to the editor. See guidelines on p. 5.

How I Spent my Summer Vacation

or "The Epic Battle for Community Colleges"

Most of this commentary was written before the governor restored $32 million of the $126 million community college money he vetoed earlier in the year. —Editor

by Mona Field,
Glendale Community College

Instead of taking vacations this year, community college leaders wrote letters to the editor, appeared on cable TV, wrote and phoned the governor and state legislators, and met with assemblymembers and senators in our districts.

This unified campaign was a response to Gov. Gray Davis' veto of $126 million in community college funding from the state budget. But first, a little background.

The year 2001 has been unprecedented in many ways. After years of gradually increasing political sophistication and involvement on the part of community college faculty, administrators, staff, students and trustees, this was going to be *our* year.

The economic indicators had been good, and the state was predicted to have a nice surplus for the 2001-02 budget. We were finally going to get the money we have long lobbied for: money for adjunct improvements, for serious progress on implementing the 75/25 full-time/part-time faculty ratio, for increased Cal Grants and more.

It was a long internal educational process, and it took more than 20 years, ever since Proposition 13. In 1978, the voters drastically reduced our local funding base and set the community colleges on a path of increasing dependence on state funding. For many of us, it took a long time to realize that our real battleground is Sacramento, and we had to slowly learn the Sacramento scene.

As a faculty member for nearly 19 years, I have witnessed the evolution in our political savvy: all those trips to Lobby Day, all those fundraisers to elect good people to Sacramento, all those efforts to inform a constantly changing Legislature of our importance in the economy and social structure of California—we have paid our dues!

Certainly the Faculty Association of California Community Colleges has been instrumental in this gradual enhancement in recognition for our colleges, and back in January, both staff and FACCC activists were poised to enjoy some hard-won funding victories.

The Disappearing Budget Surplus

Then, January 2001: the "energy crisis." Within a few short months last spring, the state spent more than $5 billion dollars on bailing out power companies and keeping the lights on. A predicted budget surplus turned into a deficit. The budget proposed in January by Gov. Gray Davis, and ultimately supported by the Legislature (despite a Republican minority holding out for a "tax cut" in the form of a quarter-cent sales tax reduction), became toast.

For the first time in Davis' administration, the Legislature was late in

sending him the budget. The bickering over the quarter-cent sales tax cut had slowed down a process that he was dedicated to keeping on track. When the budget arrived in July, the governor did what he felt he had to: he sharpened his blue pencil and began the funding vetoes.

Community colleges were not the only state-funded program that got hit. Long-awaited funding for improvements for foster care children were reduced. The University of California and California State University systems took some hits. But for us, the cuts were particularly painful.

To the consternation of virtually every community college in the state, the cuts included two longtime budget categories: scheduled maintenance and instructional equipment/library replacement materials. This bread-and-butter money goes for maps, videos, computers, lab equipment, lighting systems, seismic repairs, upgraded heating and air conditioning systems, and much more. These basic, ongoing funds were among the last items anyone would have expected to be reduced. Some colleges had virtually spent the money, operating on the assumption that this budget category was untouchable.

And, so in August, when many of us finally take a break for a week or two, the unprecedented effort began.

Swinging Into Action

Meetings were held that brought together people who had never met. In Southern California, on a Friday morning, leaders from 24 districts came together for a focused, well-organized discussion of exactly what could be done to reverse the governor's vetoes. Suggestions ranged from involving students and alumni to getting media coverage. Districts were represented by college presidents, trustees, administrators, faculty and students. Our coalition was the broadest we had ever known. Could this mobilization really make a difference?

In the north, a similar coalition met and formed its action plan. The brand-new network swung into action: within a few weeks, virtually every newspaper in the state was reporting on and editorializing on the needs of our colleges. Every level of our system got involved: Chancellor Tom Nussbaum, the state board of governors, college presidents, trustees, faculty, staff, administrators, students. In addition to FACCC lobbyists Jonathan Lightman and Douglas Lindsey, longtime community college advocates such as Patrick McCallum, David Viar, Bonnie Slosson, Scott Lay, and Judith Michaels, who work for our various community college organizations, kept us informed and involved. The great, silent giant that drives higher education and produces millions of productive, educated people had finally awakened!

The level of public support for our colleges is immense, and we finally have proof.

Many of us, myself included, felt like Sisyphus, rolling that boulder up the hill and knowing it would come right back down. How could we ever persuade the governor to change his decision? After all, we are competing with K-12 for Proposition 98 money, and the governor's primary commitment has always been to the children in California public schools. More than one legislator confided that they would happily postpone the UC Merced campus for a year and help us out, but the UC money is from a different "pot" and we could not take advantage of their idea.

The Miracle

Nonetheless, a political miracle happened. We found to our immense delight that we had bipartisan legislative support—virtually every state senator and assemblymember, Democrat or Republican, wanted to help us. Daily talks occurred between our leaders and the Department of Finance, the Governor's Office, and top legislators.

Finally, the unbelievable news came: the governor's office would consider restoring some of the vetoed funds. This miracle was based not only on our lobbying efforts, but also on that good old political tool, public opinion polls.

A poll commissioned by the Community College League of California and FACCC Political Action Committee told the governor what we have known all along: 86 percent of Californians believe in us, and they wanted us to have our money! The level of public support for our colleges is immense, and we finally have proof.

Forever more, the California Community Colleges will be a presence not to be ignored.

The battle is not over. But the unity of our system has evolved in a way that cannot go backwards. The strength of our voices has been heard. The connections between all of us have been expanded. Forever more, the California Community Colleges will be a presence not to be ignored.

Faculty should stay informed and stay involved. Following Sept. 11, the state's economic situation is grim. Next year's budget battle is shaping up, and we already have clues that funding will be extremely tight. Let's stick together. We can make a difference.

Mona Field is a professor of Political Science at Glendale Community College, a vice president of the California Federation of Teachers and 2nd vice president of the Board of Trustees of the Los Angeles Community College District.

A version of this commentary appeared in the *Chaparral,* the newsletter of Glendale College's employees.

To comment, write a letter to the editor. See guidelines, p. 5.

Community Colleges Respond to the Challenge

by Jonathan Lightman

Community college leaders share a near-universal sense of accomplishment about the budget restoration effort.

We've "never seen something like this," said Executive Vice Chancellor Patrick Lenz. "The grass-roots magnitude has been incredible."

The unified lobbying from all college groups had been a missing ingredient in the system's efforts.

After Davis' vetoes were announced, major stakeholders in the community college system began formulating a response. FACCC was the only statewide faculty organization to attend both major organizing meetings in Los Angeles and San Jose.

"Initially, the mood was pessimistic," said FACCC Legislative Advocate Douglas Lindsey. "But the advocates shifted the general mood to cautious optimism."

Both the media and Legislature quickly validated widespread support. More than 100 articles and editorials questioned why community colleges, which account for only 3.5 percent of the state budget, should receive 23 percent of the overall cuts. *Los Angeles Times* political columnist George Skelton wrote that Davis "has learned that while community colleges may look like easy marks, they have strong, broad-based support."

A poll funded in part by FACCC revealed that Californians wanted the colleges' money returned.

"The fact that the general public was behind us was because of local advocacy efforts. It is a very good sign," said Scott Lay, director of state budget issues for the Community College League of California.

Legislative leaders determined that Senate Bill 735 (Peace) would restore the money. Lindsey said that he'd "never seen a budget restoration effort that included 80 assemblymembers and 35 senators as co-authors."

Contrasting this effort to previous legislative battles, former FACCC executive director Patrick McCallum said the biggest difference this time around was use of e-mail: "It allowed us to mobilize large numbers of people instantaneously."

There is consensus among college leaders that this momentum will help us in years to come.

"The press that we generated, the poll that we conducted and the grass-roots legislative campaign proved to this governor and to ourselves that we are more powerful than we previously believed," said FACCC President Carolyn Russell.

FACCC is harnessing this energy. We're organizing another major push on the community college's share of Proposition 98 money and the guaranteed property tax backfill. FACCC introduced the concept for the April 17 system-wide lobby day. And we're already talking with legislators about the next budget.

We discovered that community colleges have more courage than we originally thought.

Perhaps a broader swagger and a bit more pluck are exactly what's needed. It's a lesson that's taken a long time to learn.

Jonthan Lightman is executive director of FACCC.

To comment, write a letter to the editor. See guidelines, p. 5.

Some of the following items were first published in the *FACCC Weekly E-mail Report.* FACCC members: subscribe by e-mailing your full name to *faccc@aol.com* with the subject "Subscribe Weekly Report."

Contest Deadline Extended

The FACCC Board of Governors Communications Committee is considering a name change for the journal *FACCCTS.* The committee invites FACCC members to submit ideas for a new name or express support for the existing name. If we use your idea for a new name, you'll win $50. Send your submissions by Feb. 28 to Communications Director Katherine Martinez at *k7martinez@aol.com* or call FACCC. See fax sheet on p. 38.

CCC Lobby Day in April

As a result of a FACCC suggestion, the California Community Colleges will hold an April 17 CCC Lobby Day in Sacramento. Mark your calendars.

Don't forget to mark your calendars for the March 18 FACCC Lobby Day as well. Keep your eye on FACCC's publications for details.

Literary Journal Wins Award

Susurrus, Sacramento City College's literary journal, won first place in the Pacific Western Division of the 2000 Community College Humanities Association Literary Magazine Competition and second place in the 2001 competition.

FACCC members Albert Garcia and Jan Haag, and Tim Miner advise the journal. This year's edition featured work by Sacramento Poets Laureate Dennis Schmitz and Viola Weinberg.

Cushing Featured in *Chronicle*

FACCC member and former art instructor Linda Cushing was featured in a Nov. 2 *Chronicle of Higher Education* article, "How a Card-Carrying Republican Ended Up Organizing Adjuncts."

" 'I figured if I put in my time, and networked, then I'd get that full-time job,' " Cushing told the *Chronicle.* " 'My attitude was that the cream would rise, and I'd be there.' She realized, over time, that that wasn't how the system worked."

Nejad Accepts NSF Post

FACCC member and Mt. San Antonio College professor Iraj Behbahani Nejad was selected to serve as director of the Computer Science, Engineer and Mathematics Scholarship Program with the National Science Foundation in Washington, D.C.

Nejad, an Irvine resident who has taught chemistry at Mt. SAC since 1992, will serve in the temporary position through this academic year. The annual post is granted to only one community college professor in the U.S.

FACCC in the News

FACCC representatives spoke with reporters from several newspapers in the past few months for articles on community college funding and the 2001 FACCC Awards. Some of the newspapers include *The Sacramento Bee, The Orange County Register, Community College Week,* CSU Northridge *Daily Sundial, Chino Valley Daily Bulletin and* UC Davis *California Aggie.*

FACCC members interested in becoming media contacts should contact Katherine Martinez at (916) 447-8555 or *k7martinez@aol.com.*

Officers Elected

The FACCC Political Action Committee has elected the following officers: John R. McDowell, chairman; Rita Ramirez Dean-Land, vice chairwoman; Rennee Moore, secretary/fiscal officer.

If you have candidates for the Assembly, Senate or constitutional offices that you'd like the FACCC PAC to consider for a possible endorsement, please contact John R. McDowell c/o (916) 447-8555, or e-mail *faccc@aol.com.* Use the subject "FACCC PAC."

DVC Instructor Publishes Novel

FACCC member and Diablo Valley College instructor Jessica Barksdale Inclán published her first novel last spring.

Her Daughter's Eyes, inspired by a true story, is an honest and unsettling look at a disintegrating American family. After the loss of their mother to cancer, two teenage sisters are all but abandoned by their father. When the 17-year-old, Kate, becomes pregnant, she chooses to keep the baby, but tries to avoid scandal by hiding its existence. Only her 15-year-old sister, Tyler, shares her secret.

New York Times best-selling author Dorothea Benton Frank calls the novel "Poignant, sharply introspective and thought-provoking. Every parent of a teenager and indeed, every teenager should read this work with care."

Web Awards Announced

Elizabeth Barkley, chairwoman of the Music Department at Foothill College, has won the California Virtual Campus Online Teaching Website Award for 2001.

The award and a $2,500 prize was to be presented at an Oct. 15 luncheon as part of the CVC Online Learning in Higher Education conference at the Waterfront Hilton in Huntington Beach.

Barkley's "Music of Multicultural America" online course was praised by the judges for the excellence of its content and the strength and variety of its student activities.

Two honorable mentions went to Gina Jerry, for her Los Angeles Valley College Computer Information Systems online course, "Introduction to the Internet" and David Pierce of El Camino College for his Astronomy online course, "The Solar System."

Campus Equity Week

FACCC was a co-sponsor of the U.S./Canadian "Campus Equity Week," Oct. 28-Nov. 3. Executive Director Jonathan

Lightman participated in the Oct. 31 "Freeway Flyer Tour" in San Diego.

FACCC has long promoted the position that part-time faculty should receive equal pay for equal work. FACCC and other faculty advocates succeeded in convincing the governor to approve $57 million for part-time faculty salaries in the 2001-02 state budget.

For information, visit *www.cewaction.org* or "What's New" at *www.faccc.org.*

CalSTRS Callers Wait

"If you've had trouble getting through to the California Teachers' Retirement System, you're in good company," reported business columnist Bob Shallit in the Oct. 1 *Sacramento Bee.*

The pension system was overwhelmed by calls from members. At one point last summer, 40 percent of the callers who didn't get a busy signal were on hold for five minutes or more.

Benefits changes led to more questions; calls in July soared to 133,000 from about 26,000 the same month last year.

Complicating matters is burnout among call center employees, a surge in teacher retirements, and a new software program that caused a temporary system shutdown that resulted in delayed survivor payments and complications for employees handling routine calls.

But employees are updated on handling paperwork for new retirees, and CalSTRS hasn't missed a payment, despite mailing 175,000 checks a month, the *Bee* reported.

Growth & Employment

The SPHERE Institute and the Stanford Institute for Economic Policy Research have released the first issue of the *California Policy Review,* featuring the article "Searching for a Crystal Ball: Forecasts and Long-range Planning."

The article by Michael Dardia and Laura Mameesh examines some of the major projections that underlie the infrastructure planning process in the context of the accuracy of past projections. It also highlights examples of inaccurate or improperly-interpreted forecasts that have resulted in poor policy choices.

The report was supported by The Public Policy Institute of California. See *www.sphereinstitute.org* for more information.

Visa Restrictions Proposed

Two U.S. senators said Oct. 25 that they would introduce legislation that would prevent the federal government from giving student visas to individuals from countries that the U.S. State Department considers to be sponsors of terrorism, reported the *Chronicle of Higher Education.*

The countries on the U.S. State Department's terrorism list are Cuba, Iran, Iraq, Libya, North Korea, Sudan and Syria. Sen. Dianne Feinstein (D-California) said that over the past 10 years more than 16,000 students from

See FastFACCCTS page 17

Teaching Tip

Will students come to class at 7 a.m.? The answer is an emphatic "*yes.*"

The Graphic Design program at Los Angeles Trade-Technical College allows students to attend lab classes from 7 a.m. to noon daily, and work in the afternoons.

The program has a long tradition of combining creativity and structure with a goal of an employable student after two years. The need to be computer literate has made prompt class attendance even more important. Every minute has to be productive if students are to master basic skills and advanced thinking in four semesters.

(1) Tell students what they need to do to succeed in graphic design, which is a combination of business and creative skills.

(2) Stress fairness. The early classes are tough on everyone.

(3) Allow a limited number of lates and absences. (Traffic jams do happen.) Then, as students reach that limit, assign exercises for outside of class.

(4) Start class at 7 a.m. sharp! Entering the classroom at 7:01 a.m. is late.

(5) Use humor, but be firm.

It works. Really. And the grapevine helps. The advanced students are quick to let the incoming students know "how things are." The reward is an outstanding portfolio that will lead to a job.

On occasion, I really can't imagine having a fully creative discussion at 7:02 a.m. But it happens daily. And I like it!

—Val Cooper, Professor of Graphic Design, Los Angeles Trade-Technical College

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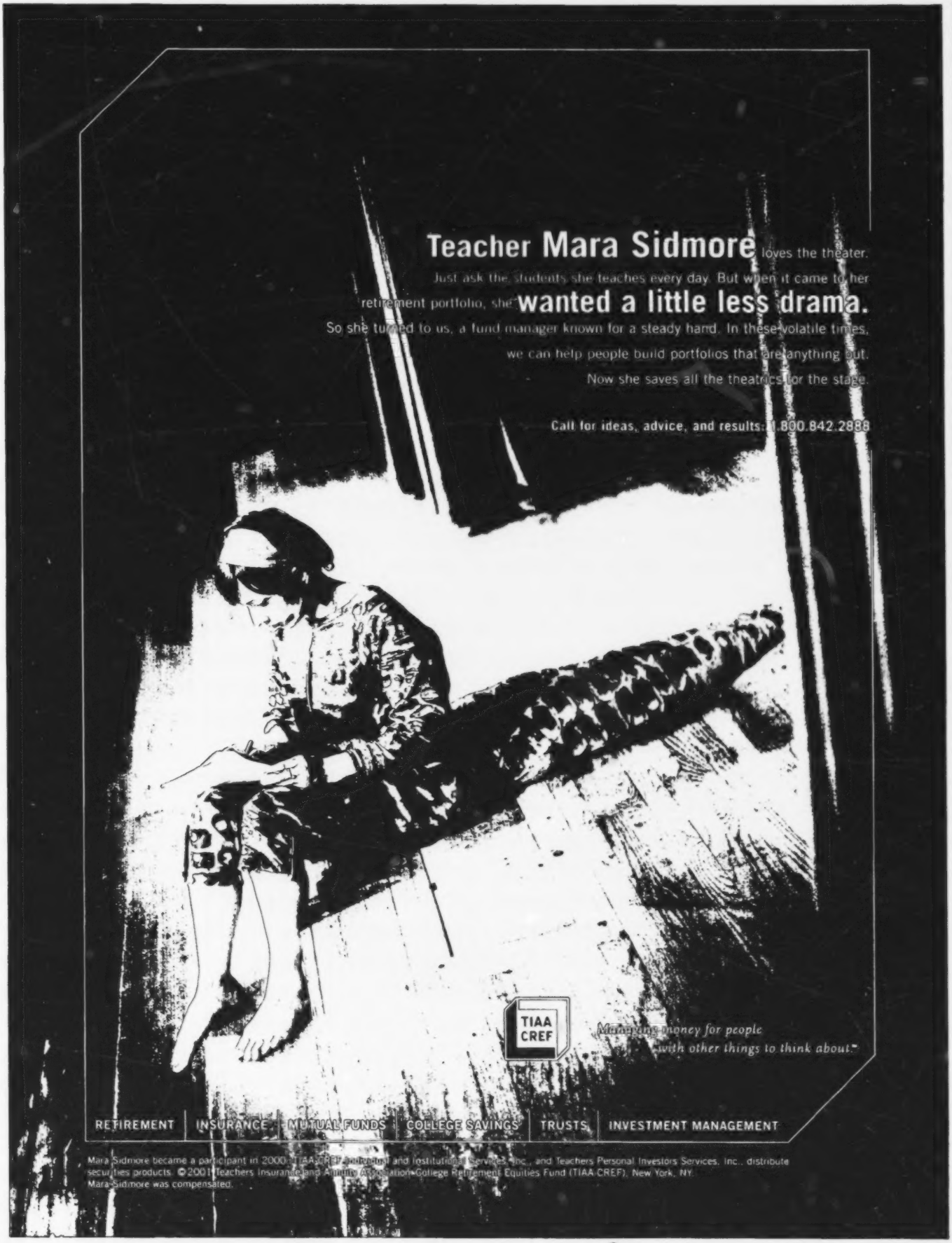
See an additional tip on p. 38. *FACCCTS* relies on your contributions. Please submit tips of 200 words or less to *k7martinez@aol.com.* Include your name, college and daytime phone number for verification.


Teacher Mara Sidmore loves the theater.
Just ask the students she teaches every day. But when it came to her
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So she turned to us, a fund manager known for a steady hand. In these volatile times,
we can help people build portfolios that are anything but.
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Mara Sidmore was compensated.

Continued from pape 15

Iran, Iraq, Sudan and Syria have come to the U.S. on student visas.

College lobbyists are concerned about the prohibition, which is part of a broader measure to reform the U.S. visa system.

Feinstein and Sen. Jon Kyl (R-Arizona) consider the process for granting visas to foreign students to be one of the most underregulated of the nation's visa systems. They have been working with college groups to propose changes that would allow the federal government and colleges to better screen applicants for the visas and to more closely monitor foreign students who do enter the country. As many as two of the suspected hijackers in the Sept. 11 terrorist attacks could have entered the country on student visas.

On Oct. 5, Sen. Dianne Feinstein rescinded her proposal for a six-month moratorium on student visas. The senator's proposal would have restricted foreign students from entering the U.S. until educational institutions, including community colleges, and the Immigration and Naturalization Service implemented several new monitoring and reporting programs. FACCC Legislative Advocate Douglas Lindsey called Feinstein's office to express concerns about the proposal and how it would affect enrollment at community colleges.

Web Site on Islam

The Chronicle of Higher Education reported on a University of Georgia professor's Web site about Islam, which he has updated since 1997.

"Islam literally means surrender, implying surrender to God. And a Muslim, literally, is one who is surrendering," writes Alan Godlas, an associate professor of religion at the University of Georgia, in the introduction to his Web site, *www.arches.uga.edu/~godlas*.

The Web site is a comprehensive collection of links and resources documenting Islam's history, orders, and sacred texts, as well as information on its place in the modern world, its stance on women's rights, its art and architecture, and its history of mysticism. The Sept. 11 terrorist attacks on the World Trade Center and Pentagon have given it unprecedented popularity.

Deficit Predicted

Economists have suggested that next year's shortfall will be from $3 billion to $20 billion. Gov. Gray Davis asked all state agencies to cut their budgets by 15 percent and imposed a state employee hiring freeze. FACCC expects community colleges and K-12 will be targeted for cuts in next year's state budget.

CCC Proposals Rejected

Due to the increasing state budget shortfall, the state Department of Finance rejected consideration of all budget change proposals submitted by the California Community College Board of Governors, with the following exceptions: cost of living adjustment, percent not yet known; growth for student enrollment, 3.5 percent; technology access; and the teacher and reading partnership.

Professor's Art in *The Deep End*

Golden West College art professor Brian Conley's paintings are featured in the 20th Century Fox film *The Deep End*, released in August.

Producer Scott McGehee saw the paintings in a gallery and asked to use them.

The works are featured in the interior shots of a Lake Tahoe home. Conley's name is included in the credits.

FACCCTS Matt Hall

Davis Restores $32 Million

As we reported in the Oct. 16 *FACCC Weekly E-mail Report* and the Oct. 23 *InFACCC*, Gov. Gray Davis restored part of the $126 million for community colleges that he vetoed from the state budget earlier in the year.

Davis restored $17 million in scheduled maintenance, $15 million for instructional equipment and library replacement materials, and $14.9 million in capital outlay projects.

The scheduled maintenance funds are allocated on a one-to-one (state to district) match, with priority given to "fire and life safety, seismic safety, and other critical need projects." The instructional equipment and library materials funds will be distributed on a three-to-one basis with priority given to "payments on any multi-year lease agreements."

The state Department of Finance told the Chancellor's Office in October that it would not consider any increases in community colleges programs other than for cost of living adjustment, enrollment growth, technology access and the teacher and reading partnership. FACCC will continue to advocate faculty priorities in next year's budget.

Community College Bills

Davis' deadline to sign or veto legislation was Oct. 14 at midnight. The following are FACCC-sponsored and supported bills. Visit *www.faccc.org* and follow the links for "Legislation," "FACCC-Sponsored Legislation," to see the text for each bill.

- Assembly Bill 135 (Havice): FACCC co-sponsored measure increasing CalSTRS purchasing power from 75 percent to 80 percent. Signed into law.
- AB 647 (Horton), FACCC co-sponsored legislation allowing community college employees who are retaliated against for whistleblowing to file complaints with the State Personnel Board. Davis said the measure provides these employees with the opportunity to report retaliation to an agency outside the college system, enabling them to feel more confident that their claim will be investigated. Signed into law. See details, opposite page.
- AB 1206 (Cedillo) (formerly AB 649-McLeod) Part-Time Retirement Options Act. At the end of this year's legislative session, Senate leaders seized FACCC co-sponsored AB 649 to use as a vehicle for a Memorandum of Understanding between the governor and state employees. Cedillo and FACCC will amend language from AB 649 into AB 1206 when the Legislature reconvenes on Jan. 7.
- AB 1241 (Robert Pacheco): California Teachers Association-sponsored bill requiring the California Community Colleges chancellor to submit a report on the feasibility of establishing a model teacher preparation curriculum to the Legislature by Jan. 1, 2003. Signed into law.
- AB 1245 (Alquist): California Federation of Teachers-sponsored measure requiring that seniority be a mandatory subject of negotiations for part-time faculty. Signed into law.
- SB 235 (Vasconcellos) California School Employee Association-sponsored measure requiring that representatives of classified employee unions be appointed to committees that deal with working conditions, while preserving a limited role for community college classified senates in shared governance. Signed into law.

Other community college bills:

- SB 894 (Scott): Would have established a Community College Leadership Institute at a college within California "to provide education and training for community college faculty, classified staff, trustees and administrators for leadership roles in the CCC." Vetoed.
- AB 1603 (Alquist): Legislation requiring the California Community Colleges Board of Governors to maintain the California Articulation Numbering (CAN) system as the common numbering system for the California Community Colleges. Vetoed.

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Instructor Position

Assistive Computer Technology Instructor (#2FDS03) — FT, First year contract, 2001-02 Academic Year, $42,516-$58,356/yr, D.O.E, Chabot College, Hayward. Closing date: Open until filled. For an application call (925) 485-5200 or e-mail hr@clpccd.cc.ca.us. AA/EOE.

Governor Signs Whistleblower Bill

by Jonathan Lightman

As reported in *The FACCC Weekly E-mail Report* and *InFACCC*, Gov. Gray Davis signed FACCC co-sponsored Assembly Bill 647 (Horton) into law.

This legislation, which goes into effect Jan. 1, amends existing law to allow community college employees who are retaliated against for whistleblowing to file complaints with the State Personnel Board.

Davis announced that the measure provides these employees with the opportunity to report retaliation to an agency outside the college system, enabling them to feel more confident that their claim will be investigated.

> *A person who intentionally engages in reprisal of any sort...is subject to a fine not exceeding $10,000 and imprisonment for not more than one year.*

Existing law, **The California Whistleblower Protection Act,** sets forth the circumstances and procedures under which a state employee may report improper governmental activities or make a protected disclosure to the State Auditor, and prohibits retaliation or reprisal against a state employee for these acts. The following explains the law using direct quotes from the Education Code.

Reporting by Community College Employees of Improper Governmental Activities Act (Education Code Section 87160, et. seq.)

Whistleblower law established for community college employees is designed to allow for "protected disclosure" to an "official agent." **Protected disclosure** is defined as a good faith communication that discloses or demonstrates an intention to disclose information that may evidence either of the following:

(1) An improper governmental activity. "Improper governmental activity" means an activity by a community college or by an employee that is undertaken in the performance of the employee's official duties, whether or not that activity is within the scope of his or her employment, and that meets either of the following descriptions:

(a) The activity violates a state or federal law or regulation, including, but not limited to, corruption, malfeasance, bribery, theft of government property, fraudulent claims, fraud, coercion, conversion, malicious prosecution, misuse of government property, or willful omission to perform duty.

(b) The activity is economically wasteful or involves gross misconduct, incompetency, or inefficiency.

(2) Any condition that may significantly threaten the health or safety of employees or the public if the disclosure or intention to disclose was made for the purpose of remedying that condition.

An **official agent** includes a community college administrator, member of the governing board of a community college district, or the chancellor of the California Community Colleges (Tom Nussbaum).

A community college employee who whistleblows and then is subject to retaliation, or whose protected disclosure has been interfered with, must file a written complaint with his or her supervisor, a community college administrator, or the employer in order to proceed with a written complaint to local law enforcement. The complaint shall be filed within 12 months of the most recent act of reprisal.

A person who intentionally engages in reprisal of any sort, or interferes with the protected disclosure is subject to a fine not exceeding $10,000 and imprisonment for not more than one year. Any employee who intentionally engages in either retaliation or interference with the protected disclosure shall be subject to discipline, and if no action is taken, law enforcement can report the nature and details of the activity to the community college governing board.

A whistleblower who has experienced retaliation, or whose protected disclosure has been interfered with, may file an action for civil damages. Punitive damages and attorney's fees are available in those suits where malice is involved. However, an employee must first file with law enforcement before filing an act for civil damages.

A whistleblower who has experienced retaliation, or whose protected disclosure has been interfered with, may also file an action with the State Personnel Board. The law does not require that an action in civil court be filed before an individual proceeds to the State Personnel Board. The State Personnel Board can order any appropriate relief, including, but not limited to, reinstatement, backpay, restoration of lost service credit, and the expungement of any adverse records. The State Personnel Board shall initiate a hearing or investigation of a written complaint within 10 working days of its submission, and complete its findings 60 days thereafter.

The right to file with the State Personnel Board takes effect Jan. 1, 2002, pursuant to FACCC co-sponsored AB 647 (Horton).

Call for Donations to Manhattan Community College

FACCC Aids Community College Damaged by Terrorist Attacks

The FACCC Board of Governors contributed $500 to the Borough of Manhattan Community College, which was damaged in the Sept. 11 terrorist attacks.

In their Oct. 4 letter to college president Antonio Pérez, FACCC President Carolyn Russell and Executive Director Jonathan Lightman said, "As you so eloquently stated in your welcome back message of Oct. 1, those of us in faraway states indeed experienced your tragedy as our own. Our shared commitment to educational quality and access helps form the basis for our continuing democracy. There is no greater response to the tragedy than a renewed commitment to education."

You may read Pérez' message that refers to FACCC's offer of assistance at *www.bmcc.cuny.edu/nyc/welcome.html.*

To contribute to the college's rebuilding effort, write a check to the BMCC Fund (a non-profit, 501(c)(3) foundation), and mail it to FACCC at 926 J Street, #211, Sacramento, CA 95814. FACCC will forward all donations immediately.

FACCC Member Benefits

FACCC provides three key services to its members:

Advocacy: FACCC is a statewide professional association whose lobbyists represent you before the state Legislature, governor, California Community Colleges Board of Governors, California State Teachers' Retirement System board and other important political forums.

Information: FACCC keeps its members updated on everything from the state budget to the latest legislation. You'll be in command of the facts through publications, workshops, forums, conferences and grassroots advocacy.

Professional Development: FACCC offers its members discounts on high-quality workshops and conferences, on topics such as academic integrity, occupational education, part-time issues, and teaching, learning and technology. Other workshops are available as "Workshops to Go" for your campus.

FACCC member benefits also include:

1. FACCC Discussion Groups

FACCC offers three e-mail listserves for general faculty and legislative issues, part-time faculty issues and new faculty issues. To join, see p. 41 or visit *www.faccc.org* and follow the links for "Membership," "Member Benefits."

2. FACCC MBNA Platinum Plus MasterCard

Call (800) 523-7666 to request yours today! No annual fee. Show your support for FACCC with every purchase.

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4. Sabbatical Leave Bond

From SAFECO. E-mail faccc@aol.com or call (916) 447-8555 to request an application.

5. FACCC Online Book Service

Buy discounted books and merchandise at www.faccc.org. Click on "FACCC Book Service."

Faculty Share Opinions at www.faccc.org

September 2001

- ***Are you incorporating discussions of the Sept. 11 terrorist attacks in your courses? • How?***
- ***What has been the reaction on campus?***
- ***How has campus life been impacted?***

Excerpts from Question of the Month at *www.faccc.org*

■ 09/21/2001 3:17:01 PM Pacific Daylight Time — HELLER_GLORIA@smc.edu —

Partly in order to help students see that school *is* the "real" world, I am beginning each class with about 5 minutes devoted to some kind of debriefing of the Terror on that Tuesday.

The first day I asked them to write only three sentences on a piece of paper to hand in…They could say how they felt, what they thought, any reaction they were having.

The next class meeting…They said they would like to know what others were feeling/thinking, so I have typed them up…and will distribute them…All responses will be listed without names or section numbers.

I will spend the first 5 minutes of the next class, after they've read the handout, discussing their reactions to their classmates' comments…

The idea is to keep them alert to the possibility of their own emotional ups-and-downs in the aftermath of the catastrophe. Many students come from countries where war is/has been a daily part of life, and the images and angry words proliferating currently on TV + radio can cause trauma.

I want them to know I will listen—and their classmates will, too.

■ 09/14/2001 11:40:03 AM Pacific Daylight Time - dyoung@Cerritos.edu (David Young) —

I've taken the opportunity to use this terrible event as a context for my students to examine how they would like to be remembered.

I teach a College and Career Success course in a Learning Community with an English course. We have been exploring the importance of life and work values in living a meaningful life.

I had my students write a short reflective "epitaph" of how they would want to be remembered if they had lived a life consistent with their core values. I then had them read their papers to each other in small groups. I then had them write another short piece on something they had heard one of their classmates say and how it affected them.

I think/hope it brought us a little closer together.

I shared with them that I believed that this is one of the best ways to make sure that good triumphs over evil in the world.

■ 09/13/2001 8:47:33 PM Pacific Daylight jcm@foothill.net (Joan Merriam) —

… what possible kind of connection could there be between public speaking and acts of terrorism? A less tenuous one than you might think.

My planned lecture was on audience issues… I used that as a jumping-off point to open a discussion about the power of our words to build walls of intolerance between peoples merely because of their differences…

The commentary ranged from thoughtful to reactionary...but by and large, the students seemed grateful for the opportunity to voice their feelings and fears…Even in this small community thousands of miles from the epicenter of the terror, some students are visibly shaken, and find it difficult to even participate in the day-to-day routine of classes.

I had one young man approach me after class to say that he found himself becoming so upset during the discussion that he wanted to just get up and run. "I've never been through anything like this before," he said. "I've never felt this way before. I just don't know what to do." Another student told me that she feels as if something insider her has died.

Many of us, I suspect, know exactly how she feels.

Mark Your Calendar

FACCC Conference Oct. 3-5, 2002

West Coast
Anaheim Hotel

Find out how to get staff development funding to attend the conference. See tips in your September 2001 *FACCCTS* or visit *www.faccc.org* and follow the links for "Publications," "*FACCCTS*," "September 2001."

The Power of Education

Opening Remarks by President Carolyn Russell, Friday, Sept. 28.

For the past 17 days, a paraphrase of Charles Dickens' has been running through my mind: It was the worst of times. It was the worst of times.
I find myself reading the newspaper and inexplicably crying. I also sigh more. Although I empathize with the victims and their families, I did not lose anyone. I did lose some hope, though, and some faith.

During this time, though, I have seen the generosity of the American people, and I've seen how we have rediscovered what it means to be American in ways far more profound than flying millions of flags.

I have seen our minstrels and poets try to heal us. I have thought, too, about my parents who died within the past two years. Ed and Lucille Check were products of what Tom Brokaw calls "The Greatest Generation," a generation shaped by the terribleness of World War II. They were people with unwavering values and beliefs, many of which I did not share, and a certain resoluteness. I believe that community college students in their teens and 20s will be inexorably shaped by the events of Sept. 11. But there is another powerful change agent, and that is the power of education.

It is our role to give our students the tools to cope with an increasingly complex society, a society that will re-evaluate our social, economic, and political policies.

I hope that a decade from now, I may be able to look back on this time with hope and use Dickens' actual words: "It was the best of times. It was the worst of times."

It is also my hope that at this conference we will be able to find comfort, support and inspiration from our colleagues and our friends-journalists, educators, members of the Chancellor's Office, members of our board of governors-who have come here because they believe also in the power of education, and specifically California Community Colleges. And so, we must get on with our work.

Conference Voices

It was like homecoming week listening to the political discussion, because I was so close to the AB 1725 issues...But the eye-opener for me was the political information about what really goes on behind the scenes.
—Lynn Pomeroy, Glendale Community College

I think this [AB 1725 Summit] was a wonderful idea. Conversations like this that are historical, not conversational, in nature are very important.

—Bob Gabriner, City College of San Francisco

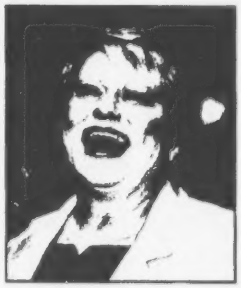
FACCC reminds us that to get the best for our students, we cannot ignore the interaction of politics and education. The conference highlighted an outstanding blend of faculty and guests discussing leading-edge ideas and political realities.
—Ann Clark, City College of San Francisco

I was really pleased to see so many people are so dedicated. Not only did I learn a lot, I felt rejuvenated by the whole experience.

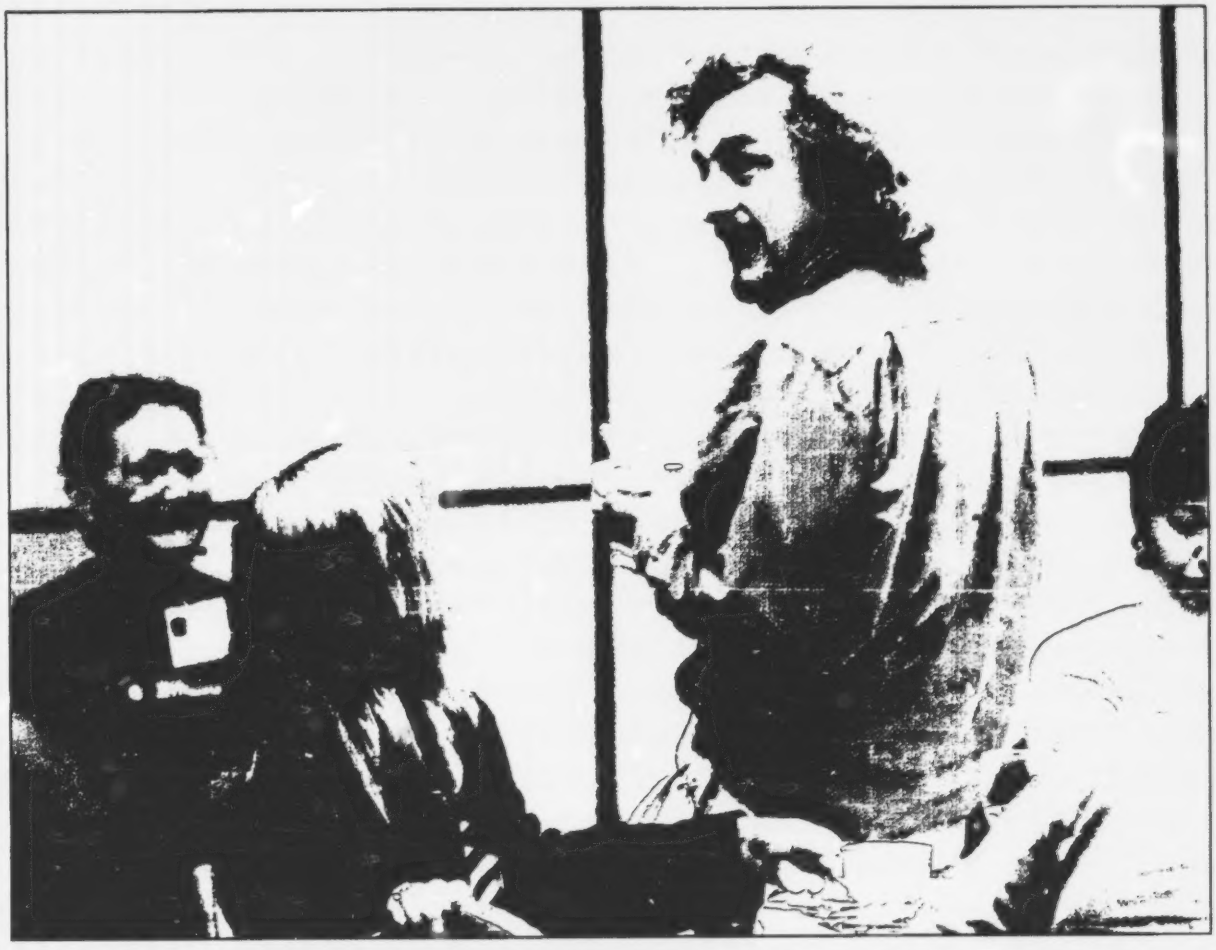
—Jon Drinnon, Diablo Valley College

Faculty Shape the Future

Top: Hallye Jordan of Attorney General Bill Lockyer's office, political consultant Dan Schnur and Phil Matier of The San Francisco Chronicle *discuss the political landscape. Right: John Jacobs of Pasadena City College stands next to a poster of Jim Marteney during the "Keeping Enthusiasm in the Classroom" session.*



Right: Fran Chandler accepts the Faculty Member of the Year Award. Far right: John Smith and Pat Deamer, dressed in traditional garb, applaud their colleagues during the Greek-themed awards reception.



Top: Author Clifford Stoll. Left: Carl Friedlander of Los Angeles City College receives the John Vasconcellos Advocate of the Year Award from Sen. John Vasconcellos. Above: Bill Keith of the Colorado Community College Faculty Alliance, President Carolyn Russell, and John Baley of Cerritos College applaud speakers at the end of the Legislator Panel.

Photos by Katherine Martinez

Reporters Share Secrets to Media Coverage

Making Headlines: Getting Faculty News Into the News, Friday, Sept. 28

"I think sometimes when you say the word 'reporter' people duck and cover," **said Ruth Carlson, director of public information for West Valley-Mission Community College District.** "I think the key to having good relationships with the media is building relationships. Making sure you're available, making sure you respond, making sure you're honest with them."

She told a story of trying to help a reporter get in touch with the mother of Nicole Miller, the West Valley College student who died Sept. 11. Miller's flight from Newark to San Francisco was hijacked and crashed in Pennsylvania as part of the terrorist attacks.

Carlson said she tried to get the phone number from the admissions office but they wouldn't release it. When Miller's mother read the newspaper the next day, she was upset that her daughter wasn't mentioned.

News coverage can help colleges receive grants, and help college leaders prove how valuable their programs are when meeting with legislators who decide how much money to give the community colleges every year in the state budget. A CNN International report on a Mission College partnership with Intel resulted in more donations because Intel was happy with the media exposure.

Linton Johnson, reporter and weekend anchor for KNTV NewsChannel 11 in San Jose, said if you have an expertise, or hobby, or have done some research, then reporters will want to talk with you. You don't need a doctorate on a subject to give a 10-second comment.

"Every day we come in and we don't know anything about some subjects," Johnson said. "...If you've

FACCCTS

KNTV NewsChannel 11 Reporter Linton Johnson talks about trying to get a comment for a breaking news report. Next to him are Becky Bartindale of The San Jose Mercury News *and Ruth Carlson of the West Valley-Misson college district.*

TIPS

RUTH CARLSON

- Be available. Give reporters your home number.
- Realize that reporters work on tight deadlines. Return calls promptly.
- Make things easy for the reporter. For TV, think about visuals. For radio, audio.
- Talk in sound bites. Long answers containing academic jargon won't get used.
- Meet with your college's public information officer early on if you're trying to promote a program.
- When reporters call, ask about their deadline and the article topic. Say you'll call them back in 10 minutes. It's OK to take some time to gather your thoughts.

LINTON JOHNSON

- How does the story affect people?
- Be available at odd times and on weekends. Reporters are researching for a 10 p.m. story or 11 p.m. story at 2:30 p.m. If you're going to a movie, the reporter can meet you at the theater and talk with you for 15 minutes beforehand.

BECKY BARTINDALE

- It's safe to assume reporters don't know anything about the subject.
- Read the newspaper and see who is writing on topics you're interested in.
- Call and ask for the higher education reporter, or the education editor, or call the newsroom and explain who you are and why you're calling. Get someone who seems friendly and interested.
- There are several geographic bureaus in which reporters are covering education.
- Get to know the education editor.
- If there are other reporters who would be appropriate to talk with, call them and explain that you're talking with other reporters.
- Keep reporters informed on what you think is important.

mildly studied it, you're well ahead of me on that story."

TV news stories have to be timely and visual. KNTV especially tries to add the human element by finding people who are affected by the story.

"I think that's why I love this job as a journalist," said Johnson, who comes from a family of educators, "because I'm learning something new every day."

Becky Bartindale, higher education reporter for *The San Jose Mercury News,* said she agrees with faculty that higher education is grossly undercovered by the media. One of her frustrations is that she is spread so thin, covering University of California, California State University, community colleges and private universities.

What makes a story? She said she's interested in trends, such as the growing use of part-time faculty, private fundraising, hiring difficulties (the gap between cost of living and salaries in the Bay Area). Anything timely and topical will help her "sell" stories to editors.

Here's one example of a story that appeals to people. A private university waived tuition for janitors and their children. A young janitor who entered the program is apparently brilliant in math. He's a semester away from graduating and his professors think he'll go on to MIT. "That's just a neat, interesting story," Bartindale said.

For a longer version of this article, see *www.faccc.org.* Follow the links for "Publications," *"FACCCTS,"* "December 2001."

Face Time

FACCCTS

Assemblyman Joe Simitian (D-Palo Alto) spoke with FACCC member Thelma Epstein about state politics after the Sept. 29 Legislator Panel at the 2001 FACCC Conference.

Heard at the FACCC Conference

As difficult as this year was, next year's going to be a horror show.

—Assemblyman Joe Simitian (D-Palo Alto) on the state budget

All I wanted to do was teach community colleges. To get a full-time job I had to run for the Legislature.

—Assemblyman Mike Briggs (R-Clovis), FACCC member and former classical guitar instructor

The key in all of this was ...leaders made a commitment that they were going to work together.

—David Viar, on developing AB 1725

There were "multiple voices in opposition to each other."

—Larry Toy, president, Foundation for California Community Colleges, on developing AB 1725

I describe the community colleges as the Rodney Dangerfields of higher education...You have the facts and numbers on your side. Use them.

—Assemblyman Joe Simitian (D-Palo Alto)

If you give them fun, you'll get fun back.

—Sam Russo of El Camino College, at the "Keeping Enthusiasm in the Classroom" session

When we looked across the table at each other, we were looking at difficulties and just warfare at times.

—Bob Gabriner, City College of San Francisco, on developing AB 1725

Faculty, Legislators Honored with FACCC Awards

Assemblyman Jerome Horton, (D-Inglewood)

District 51: Represents Hawthorne, Inglewood, Lawndale, Lennox, Westchester. Serves on the Budget committee and the subcommittee for Education Finance; is chairman of the Select Committee on Community Colleges/School to Career.
jerome.horton@asm.ca.gov. (310) 412-6400

"I am extremely honored to be named Legislator of the Year," Horton told *FACCCTS.* "This award is exceptionally meaningful to me not only because I am a product of community colleges but because I am being recognized for something that I receive immense personal fulfillment in doing."

Horton authored FACCC co-sponsored Assembly Bill 647, which amends the Whistleblower Protection Act to allow community college employees to file retaliation complaints with the State Personnel Board.

A graduate of El Camino Community College in Torrance, Horton was elected in November 2000 with 80 percent of the vote. Before being elected to the Assembly, he was an Inglewood City Council member. Horton worked for the State Board of Equalization for more than 20 years, and also served as the Legislative Deputy and Business Tax Advisor for the 3rd District of the Board of Equalization. Horton is married with two children.

Assemblywoman Gloria Negrete McLeod (D-Chino)

District 61: Represents Chino, Chino Hills, Montclair, Ontario, Pomona, Rancho Cucamonga
Serves on the Higher Education Committee.
assemblymember.mcleod@assembly.ca.gov
(909) 621-2783

Faculty Member of the Year: Fran Chandler, Santa Monica College. *Runner up:* Barbara Davis-Lyman, Sacramento City College. **Part-Time Faculty Member of the Year:** Lantz Simpson, Santa Monica College. *Runner up:* Mary Ellen Goodwin, San Jose City College and DeAnza College. **Advocate of the Year:** Carl Friedlander, Los Angeles City College. *Runner up:* Teri Bernstein, Santa Monica College.
See the September 2001 FACCCTS *for profiles.*

"Community colleges do it all and they do it well," Gloria Negrete McLeod told faculty at the Sept. 28 awards reception during the FACCC conference.

"I am honored to be co-Legislator of the Year," McLeod told *FACCCTS.* "This year I authored two bills sponsored by FACCC. I look forward to continuing my work for community colleges and specifically with FACCC."

McLeod authored FACCC co-sponsored Assembly Bill 649 to give part-time faculty a choice between Social Security and alternate comparable plans offered by a community college district. She also authored FACCC co-sponsored AB 607 to increase the California State Teachers' Retirement System maximum age factor cap for career teachers (those with 30 years or more service credit who have earned the 0.2 percent "career bonus") from 2.4 to 2.6 percent.

McLeod's civic experience includes more than 25 years of service for community and state organizations, as well as serving as a member of the Chaffey Community College governing board for five years before being elected to the Assembly. She, her husband and most of their 10 children, 27 grandchildren and seven great-grandchildren reside in the 61st District.

Bond Measures—Secrets to Success

To help you in your upcoming bond campaigns, FACCC Governor John R. McDowell shares the secrets to the Los Angeles district's success in passing Proposition A.—Editor

by John R. McDowell,
Los Angeles Trade-Technical College

On April 10, voters approved Proposition A, a $1.25 billion capital construction bond measure for the Los Angeles Community College District. The funds will finance new classrooms, labs, libraries, health and technology centers and parking structures, modernize old buildings, and much more, at the district's nine colleges. And we passed it by a 67 percent margin—12 percent more than required by law.

How did we achieve such a resounding victory? By using a multi-pronged approach in planning and executing the campaign.

- **Good Planning**—Preceding the campaign, the district turned its finances around, settled all seven of its collective bargaining agreements, and hired a public relations firm to improve its image. We made sure there were no issues that could divide us or allow the press to attack us.
- **Successful Public Campaign**—Our strategist, Darry Sragow, who is one of the top political strategists in the state, designed a campaign to (1) maximize the "yes" vote of likely voters with carefully targeted direct mail persuasion pieces and phone calls; (2) increase turnout among probable supporters, in particular Latinos and African Americans, who use the community colleges, think they are important, and want them improved; and (3) wage campus-based campaigns to motivate our faculty, staff, students and their families, friends and neighbors to vote.
- **Using Professionals**—The board of trustees hired professionals for campaign management, opinion polling and direct mail. A poll confirmed that voters saw our colleges as vital to their interests, and supported improving our facilities. It also identified our strongest supporters, those who use our colleges, and our strongest messengers—faculty and students. The results of the poll also helped our political consultants SG&A Campaigns expertly target hundreds of thousands of direct mail pieces to persuade likely voters and to motivate supporters to vote.
- **What the Guild Did**—Under the leadership of President Carl Friedlander, the Los Angeles College Faculty Guild, AFT Local 1521 invested massive resources in the campaign. The Guild gave $110,000 directly to the campaign, and spent another $100,000 on campaign coordinators, students, precinct walkers, buttons, signs, stickers, bulletins, cards, and food for volunteers. We mobilized faculty, staff and students at all nine colleges to staff phone banks, speakers' bureaus, walk precincts, and send "Dear Friend" post cards to friends, relatives and neighbors in the district.

By the time we walked precincts on election day, faculty members, staff, students and administrators had:

- registered thousands of students to vote, many in classrooms
- addressed community groups, unions and churches
- given and mailed thousands "Dear Friend" cards to friends and neighbors
- organized and attended Prop A rallies, community meetings and other events
- telephoned tens of thousands of likely voters

- **Mobilizing our Allies in Labor**—The Guild mobilized our allies in the labor movement who urged their members to vote "yes" on Prop A and allowed us to use their automated phone banks. Will we ever see so many administrators sitting at union phone banks side by side with faculty, staff and students as we did in this campaign?
- **District Leadership was Key**—District leaders were key in raising the $650,000 we needed for the campaign. Kelly Candaele, a trustee and FACCC member, raised almost $100,000, mostly from unions, and obtained $50,000 of free printing from the Operating Engineers, Local 12. Chancellor Mark Drummond was everywhere, in the media and in the community, promoting Prop A and raising money. All nine college presidents joined him after-hours in calling for donations from vendors, law firms, and others associated with the district. Trustee Mona Field, also a FACCC member, and other trustees, carried the message everywhere and helped get endorsements from almost all the Los Angeles-area media and elected officials, including Assembly Speaker Robert Hertzberg, who sent specialists to help the campaign.

This was one of our finest moments. We often use the term "family" in the district. With Prop A, we finally acted like one.

John McDowell, a FACCC governor and former FACCC vice president, heads the Labor Center at Los Angeles Trade-Technical College. He is also political director for the Los Angeles College Faculty Guild, AFT Local 1521.

Raymond Wells

Professor of Biology,
Los Angeles Pierce College
Education: Bachelor's and master's degrees in Biological Sciences from CSU Northridge; doctorate, USC
Originally from:
San Fernando, Calif.
FACCC member since 1991

Raymond Wells of Los Angeles Pierce College was one of four faculty members honored earlier this year with the Hayward Award for Excellence in Education.

Wells is a biology instructor and research associate for CSU's Ocean Studies Institute, and was recently elected to the board of directors of the Southern California Academy of Sciences.

The Marine Sciences Program is the largest and most diverse marine biology/oceanography program in the California Community Colleges. Wells has taken his students on field trips to Catalina Island, Baja California, the Sea of Cortez and Central America.

Wells is an expert on the Gulf of California and has researched the kelp forests of Catalina Island. He also studied Caribbean coral reefs while living underwater as an aquanaut in the National Oceanographic and Atmospheric Administration's Hydrolab program.

Wells has a 32-year-old son, Aaron, from a previous marriage. Wells and his wife, Dayna, an elementary school teacher, have a 4-year old daughter, Delaney, and a 6-year old son, Graham.

How long have you been teaching?
I started teaching in 1980 at Cal State Northridge. I taught there, at UCLA, USC, Cal State L.A. I was a freeway flier. I took a part-time job at Mission College in 1982, taught there for a year, then came over to Pierce in 1983. Two years later, I became full-time.

What do you love about your job?
Just about everything. I get to teach what I love to do. And it's just really fun to teach people, like on the summer trip to Mexico. This is what field biology is about. And I love introducing people to other cultures, especially Latin culture. I did work for the United Nations World Health Organization and the Pan-American Health Organization on the east coast of Mexico in the Veracruz region.

What has been your greatest challenge?
My greatest challenge was dealing with the years when Pierce wasn't doing well. Most people know we just gained 25 percent enrollment. We went through some terrible administration times, we were totally ignored by our district. Enrollment was declining and I was trying to build a program. I had to become publicity savvy and marketing savvy.

What has been your greatest accomplishment?
Surviving [laughs]. I think just building the program to the diversity it has now, building its reputation, developing the summer international studies course I teach in the Bay of Los Angeles. When someone is looking for a course on the Gulf, they come to Pierce.

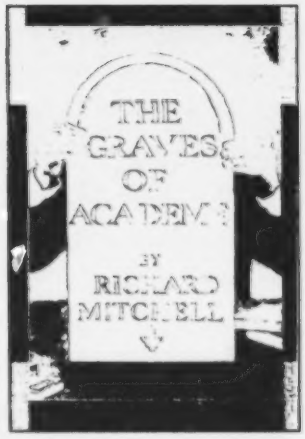
What's one thing you would change about your job?
I'd have more funding for the travel aspects of the course for students. I'm trying to set up some kind of scholarship. I'd like any student who has an interest to go on these field studies. I'd like to offset the cost of the course with $10,000 to $15,000 a year. Ideally I'd have a nice endowment to draw from.

What teaching tip would you like to share?
The one thing that has made me successful as an instructor is really liking my students, caring about them, so that they feel a connection. My students just know I love them. I'm concerned about them personally.

Why is being a FACCC member important to you?
I think it's really important we're represented in Sacramento. I have a brother who was the head of the pesticide use and enforcement division for Cal EPA [California Environmental Protection Agency]. He had to sit in legislative session [to make the case for funding his division], and he told me 'If you want to get anything done, you have to have someone sitting there.' From him I found out that living in L.A., we don't know anything about what's happening in Sacramento.

What's one thing most people don't know about you?
I think most people assume someone who has a Ph.D just went to school. I worked for L.A. Unified School District for years as a custodian at night, and went to school during the days. I got married young. I was where the students are. I know what it's like to go to school and have a family.

Visit *www.faccc.org* for a longer version of this interview. Follow the links for "Publications," *"FACCCTS,"* "December 2001."



exhuming *The Underground Grammarian*

by John F. McFarland

Perhaps we are witnessing the workings of an unknown sociological law, a variant on Marx's precept that economic systems carry within themselves the embryos of their destruction.

Last September a senior Kaiser administrator confessed to a *Los Angeles Times* reporter that his HMO had established barriers to discourage (really, to prevent) paid members from receiving medical attention. Eight months earlier, novelist Nicholas Baker published *Double Fold: Libraries and the Assault on Paper* (Random House, 2001), a searing expose of how library archivists have been systematically destroying the old newspaper files in their care.

Must the management of professional institutions blink at the rationale that establishes them? Those of us who began our teaching careers in high schools, where sports, dances, clubs and student body government held the principal's exclusive attention, remember the cynical teachers' axiom, "Secondary education is."

Our profession's Great Paradox—the relative importance schools give to instruction—extends beyond high school. For that reason teachers happily greeted the unforgiving fulminations and towering dudgeon of one Richard Mitchell, an English professor in New Jersey.

Mitchell's college in 1964 abandoned its mission as the state normal school to become a state college. But this modest ascent in academic ranking, he was horrified to learn, had changed too little. No one had fumigated the place of its teacher college odors.

Mitchell responded by publishing *The Underground Grammarian* (hereafter, *TUG*), a newsletter to which he gave tireless service for more than two decades. It circulated first on his own campus, then among teachers in his state, eventually winning a national audience and cult stature for himself.

...these four works prove education departments

Starting in 1979 he wove materials from *TUG* into three books on the importance of language in education (*Less Than Words Can Say, 1979; The Graves of Academe, 1981;* and *The Gift of Fire, 1987)* and another volume (*The Leaning Tower of Babel, 1984)* anthologized his best ravings. Brought back in print this year by Akadine Press, these four works prove how timeless the impact of education departments has become.

To be fair, Ed Depts are nearly defenseless targets. Only on elite campuses are they noted for their academic rigor. Elsewhere the level at which they challenge their students can be assessed by the ease with which proprietary "universities" have moved, unchallenged, into the field. Places (or post office boxes) that would never think of offering even a bachelor's degree in physics or anthropology show no hesitation in retailing doctorates in education. Though many such programs are to the academy what kazoos are to music, their graduates infest public education entirely and their higher degrees are a mandatory dignity for those who aspire to K-12 management.

Canute famously stood before the ocean's waves ordering them to stop. Mitchell's much different task is to chase the ever-receding ebb tide of educationists back, back, back. He begins with their unsuccessful struggles with the English language, documented by swatches from their memos, correspondence and journal articles. Some of these quotations are merely oafish, others serenely illiterate, a majority unconsciously hilarious and all are packed, as he says, "with the obvious, the empty and the banal."

The Underground Grammarian turns, for instance, to *Texas School Business* ("You couldn't find a sprightlier journal") for an article about "The Cooperative Superintendcy [sic?] Program" at University of Texas, Austin. The author, one Nolan Estes, who teaches in that program examines how it supplies models of "artifacts from administrative/development performance."

And we ain't seen nothin' yet. There is the school superintendent who judges himself "a leader in education except for curriculum." There is another whose office mailed this shattered syntax to a prospective teacher: "Please show your transcrpts to the Personal dept and the will advise you on

how timeless the impact of has become.

procesure. If, any further questions please call are office." There is the journal article on math instruction that insists students must learn "transfer values of societal settings" because "the individual learner and society repay consequential results."

"We know Educanto when we see it," crows *TUG*. "It bristles with 'linkage,' 'resourcing,' and 'input' from 'resource persons,' with 'networking,' 'sharing,' crosscultural communications,' and even offers its own bold innovative thrust in 'ad hocracy,' which is defined as 'the creation of task forces.'"

But Mitchell soon moved from blowing amused riffs on Educanto's literary squalor to berating Ed Depts for what he believed they were doing to education itself. To that purpose he examined *The Cardinal Principles of Secondary Education,* a 1918 pamphlet of the National Education Association back when it was controlled by teacher college professors.

Much of his second book, *The Graves of Academe,* is an exegesis on *The Cardinal Principles,* whose intent was to discard the narrowly academic focus of high school education for one which would prepare adolescents "for effective living." "Do we fret," sneers Mitchell, "about some utterly hypothetical distinction between academic study and those swell self-enrichment courses at the Y on Thursday nights?"

Mitchell's third book, *The Gift of Fire,* enumerates what is lost when schools consume themselves with producing "effective livers." His is a traditional reading of education, hedged by idealism. The challenges of education, he argues, should not be dulled on the prospect that it could leave psychic scars; nothing in our society can substitute for the discipline acquired in study; language (not machinery) is our basic technology and thus holds priority on where we must concentrate our resources. These arguments are enlivened by his signature slash-and-burn forays into the enemy's camp.

Seeing Mitchell smite with their own jawbones "those who stand between our students and the light" is good, clean fun, a rich reimbursement to teachers who have waded waist-deep through EduBabble.

But, save for the cheering up he gives sympathetic readers, Mitchell's effectiveness is limited. Cuisinarting everything offered up by Ed Depts leaves no room for nuanced study. And in his apocalyptic vision, all public education has failed. We read of "the destruction of a nation's ability to read," and that "the day has come when very few high school girls can do arithmetic at all." Hopelessness is hardly a rallying point for reform.

The same either/or mentality leads *TUG* to dismiss everything from curricular attention but academics. Who can agree when it pronounces, "In a sane civilization…the sexual attitudes and values of the young would be none of the schools' damn business?" Should they also ignore racism, homophobia, drug abuse and bullying? When have societal ethics not occupied the very core of the humanities?

The Underground Grammarian would do away with teacher training altogether...

And where is the logic (much less the evidence) for *The Underground Grammarian*'s assertion that the Ed Establishment, whose cognitive skills it has just exposed as an embarrassment to any primate, could bamboozle the country and hijack its schools? What of the public that affects educational policy when it votes for school boards; of board members who must answer to those who want the sciences of biology and geology silenced; of citizens who agree with Vince Lombardi that "a school without football is in danger of deteriorating into a medieval study hall?" Ed Depters are not the only ones who remain mute when counseling, libraries and art programs fall under the budgetary ax.

Where schools succeed, it is because teachers insist against the champions of Artificial Ignorance on imposing professional standards. No one who ever hung out in a teachers lounge would have lamented, as Mitchell does, that "the graduates of our teachers colleges do not...foreswear the nonsense to which they have been subjected," or that, "In the kingdom of educationism, outspoken dissidents are rare."

The test, of course, is not how outspoken teachers who lack Mitchell's level of job security may be, but how well they teach. A great deal of that depends on the passion they feel, not for discussion groups or audio/visual aids, but for their subject matter. Technique, however, becomes crucial when teaching many skills courses and in ordinary classroom management: silencing loud mouths, drawing out shy students, waiting for someone to answer a question.

The Underground Grammarian would do away with teacher training altogether, a proposal he supports with the ancient canard that anyone with a college degree can teach. Right wingers such as George Will offer endorsements for just such opinions. They find in them a rationale for reducing the craft of teaching to a retail trade, the easier to cripple unions and break strikes.

But Mitchell is not an ally of conservatives, as they could intuit from his dismissal of vouchers as a fraud or by reading his treatment of the Rev. Rex Heath's defense of The Mother Lode Christian School in Tuolumne City. The good reverend wrote: "When the community appeals to higher standards of academics, that always kills spiritual values. All schools like Yale and Harvard started out as Christian schools, but they got concerned with quality."

This leaves us with a puzzle. *The Underground Grammarian*'s towel-snapping prose, with its echoes of the thesauric artillery of H.L. Mencken and the gonzo journalism of Hunter S. Thompson, can easily mesmerize us. But we visit none of those three writers to drink their brands of social philosophy. Their pitiless blatherbashing, not their anarchism, reinaugurates sanity where gibberish has reigned. Mitchell's value is to document the Great Paradox of the schools. If his analysis simplifies the politics of school policy-making and devalues the professionalizing instincts of teachers, it is dead on in its demand that rigorous instruction should define educational institutions.

John F. McFarland taught history at Sierra College in Rocklin for 32 years and has written for FACCC publications since 1972. A former FACCC president, he was a 1995 recipient of the Hayward Award for Excellence in Education.

To comment, write a letter to the editor. See guidelines on p. 5.

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Write for *FACCCTS*

Recent contributors: Richard Beyer, Pasadena City College; David Diaz, Cuesta Community College; Joseph Georges, El Camino College; Jan Haag, Sacramento City College; Bill Hewitt, Irvine Valley College; John Jacobs, Pasadena City College; Akemi Kayleng Knight, Los Angeles Valley College; Jean Lecuyer, Glendale Community College; Mark Maier, Glendale Community College; Ric Matthews, San Diego Miramar College; Paul Meyer & Heather Ostash, Cerro Coso Community College; Dana Hood Morgan, Santa Monica College; Troy Myers, Sacramento City College; Marie McCarthy & Wendy Ullman, College of Marin; Sam Russo, El Camino College; Ian Walton, Mission College.

For writers' guidelines, see p. 39, call (916) 447-8555 or visit *www.faccc.org*. Follow the links for "Publications," "General Information."

CALENDAR

JANUARY
Jan. 2—Deadline for *FACCCTS* submissions
Jan. 7—Legislature reconvenes

FEBRUARY
Feb. 1-2—FACCC Board of Governors meeting, San Diego

MARCH
March 1—Workshop: Teaching, Learning & Technology
March 15—Workshop: Teaching Outside the Class, Sac.
March 17—FACCC Board of Governors meeting
March 18—FACCC Lobby Day, Sacramento

APRIL
April 1—Deadline for *FACCCTS* submissions
April 17—CCC Lobby Day & Alumni Day, Sacramento
April 19—Occupational Education, Riverside, SF Bay Area

MAY
May 4—FACCC Board of Governors meeting, Sacramento
May 10—Workshop: Diversity. Los Angeles, Sacramento

Read the *FACCC Weekly E-mail Report* and visit *www.faccc.org* for the latest news and events. FACCC members: e-mail your full name to *faccc@aol.com* with the subject "Subscribe Weekly Report."

Brian Conley

Member, CCC Board of Governors and Rancho Santiago Community College District Board of Trustees.
Education: Bachelor's degree, Fine Art/Education, CSU Sacramento; master's degree, Fine Art, CSU Fresno.
Originally from: Sacramento, Calif.
FACCC member since 1992.

Conley has served on the Rancho Santiago board since 1988. A professor of humanities and fine arts at Golden West College in Huntington Beach for 25 years, he has served nine years as department chairman.

A former Sacramento City College student who was named one of three "Distinguished Alumni" in 1995, Conley teaches fine arts and humanities. His wife is a classified employee at Golden West, working with international students, and his daughter has taken classes there.

What are your goals as a California Community Colleges Board of Governors member?
As I'm the chair of the [board's] Human Resources and Human Equity Committee, there are two areas I'm trying to address. One is the diversity of staff and students. For a number of local districts, I don't think we reflect our students in terms of diversity. [This] relates to another very powerful issue: the large amount of faculty retirements in the next five years.

We need to reach out and encourage students to return as teachers. I do that a lot.

What are some of the challenges you think the board must overcome?
I think they've already overcome what is one of the biggest challenges. Past boards have been more passive, and we're seeing this new board more actively involved, and also listening more to constituent groups.

How would you respond to your state board colleagues who might not agree that the board listens to faculty concerns?
I think it has more so that it has in the past. There are new board members that are union members; there's other faculty members like myself; there are people that are very concerned what constituent groups think.

How is your perspective of governance affected by your different roles as a faculty member, local trustee and state board member?
As a result of these different experiences, I've come to appreciate that governance systems need to provide a role for all the various stakeholders. This requires a certain amount of compromise and accommodation. But we can't have an effective governance process if any group feels disenfranchised.

Has your view of governance changed since you've been on the state board?
No, not really, other than just understanding how it differs from a local district. But I still value the importance of input and feeling like all groups have a stake in the pie. Their input is asked for and valued.

What do you think is needed to improve governance at both the local and state levels?
At the state level, we should have general policy guidelines for the local districts and then allow each district to tailor these programs to meet the needs of its particular community.

A type of shared governance that works at Skyline College [in San Bruno] might not work at East Los Angeles. I think community colleges are uniquely different; the beauty is that we adjust our outreach to our local community.

What's your hope for the system?
I would like to see the base funding for our system improve so that the funding per students is at least at the national level. The California Community Colleges are tremendous assets to the economy and the people of the state.

Why is being a FACCC member important to you?
I was impressed immediately with the leadership of the group in terms of statewide faculty issues, advocacy, and also on a broader sense as I've been able to watch and read as a board member, the dedication as a group to address all pertinent issues to California Community Colleges.

Anything else you'd like to add?
I feel it's been a great honor to be appointed to the board of governors by Gov. Gray Davis. Community colleges have sort've been my life, as a student and faculty.

See *www.faccc.org* for a longer version of this interview. Follow the links for "Publications, *"FACCCTS,"* "December 2001."

Governance at Rancho Santiago CCD

by Brian Conley

Transforming a multi-campus district into a multi-college one poses many opportunities and challenges for shared governance.

At Rancho Santiago Community College District, which contains Santa Ana College and Santiago Canyon College, our governance processes have evolved significantly since community college reform legislation Assembly Bill 1725 became law in 1988.

In those early days, our district was fortunate to have several faculty members, among them Regina Stanback-Stroud and Janis Perry, serving as leaders in the state Academic Senate. This made us aware of governance practices throughout the state. It also helped us avoid some of the early pitfalls—such as administrative and faculty groups interpreting AB 1725 differently-that other districts experienced.

I do not mean to imply that every aspect of our development of participatory governance has been smooth and without controversy. We struggled to define the roles of the district, individual colleges, faculty and other college groups. And we had to decide whether to have one or two faculty senates. (We now have two.)

Developing governance procedures that are both inclusive and effective is not easy. It takes a tremendous amount of work by all parties to become comfortable with roles and responsibilities that are inherent in a participatory governance model.

A key to our success has been the willingness to communicate and believe in the process. We have benefited from having good, written documentation of our governance structures and procedures. This has enabled all constituent groups to have a common understanding of the way we do things.

If anything has caused us to re-examine our governance procedures, it was our decision five years ago to transition from a single college/multi-campus district to a multi-college district. Santiago Canyon College in Orange had grown from 9,737 students during fall 1997 to 11,283 in 2001 and it was time to make it a bona fide college. This structural change has caused us to review the way we do everything as an organization-not just governance.

Keys to Shared Governance

- Identify best practices from other districts and adjust them for your campus
- Write down your governance structure
- Make sure all college groups understand the procedures
- Discuss concerns and problems
- Remember to do what is best for your students

For the most part, this transition has been relatively smooth and orderly. The fact that we had well-established governance procedures in place and that we followed those procedures throughout the two-year transition period has had a lot to do with our success in this endeavor.

Once we made the decision to create a second fully-accredited college, our administrative team and employee groups closely reviewed our organizational and governance structures. We involved our constituent groups in site visits to multi-college districts and tried to identify the procedures and structures that would work best in our district. Throughout this process, we were committed to evaluating the changes that we made, such as splitting governance responsibilities between the colleges and district. There were disagreements, but the administration is fortunate to have a close relationship with faculty and its union, and we were able to adjust those things that didn't work. For the most part, this has helped us avoid conflicts and remain committed to doing whatever is best for our students.

Brian Conley has served on the Board of Trustees of the Rancho Santiago Community College District in Santa Ana since 1988 and has been elected board president twice. He also teaches fine arts and humanities at Golden West College in Huntington Beach, and has served nine years as department chairman. He has been a FACCC member since 1992.

To comment, write a letter to the editor. See guidelines on p. 5.

Contest Deadline Extended

The FACCC Board of Governors Communications Committee is considering a name change for the journal *FACCCTS*. The committee invites FACCC members to submit ideas for a new name or express support for the existing name. If we use your idea for a new name, you'll win $50. Send your submissions by Feb. 28 to Communications Director Katherine Martinez at *k7martinez@aol.com* or *faccc@aol.com*, or call FACCC at (916) 447-8555.

☐ *I like the current name: FACCCTS.*

☐ *I'd prefer a different name. These are my top two choices.*

_____ *(fill in)*
_____ *(fill in)*

*(Required) Print your: Name*_____*College*_____

FAX to (916) 447-0726 or e-mail faccc@aol.com

Teaching Tip

Share Your Success

For many years, I have taught a course on how to be successful in college. From this experience, I have learned that students need help on how to study.

Share with your students how you learned your subject. How did you become a successful mathematician, historian or geographer? How did you learn to write well and to be successful in college? Share these tips with your students as part of your class. Include both your successes and your struggles.

There are two benefits. First, your students can get to know you better as a person. If you survived college and became successful, they can do the same.

Second, they can learn some valuable study skills to help them be successful in your class and gain the confidence to attempt other complex subjects.

—Marsha Fralick, Counselor,
Cuyamaca College

See an additional tip on p. 15. *FACCCTS* relies on your contributions. Please submit tips of 200 words or less to *k7martinez@aol.com*. Include your name, college and daytime phone number for verification.

FACCC

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Writers' Guidelines

Submission deadlines for *FACCCTS* are the first of the month, two months before publication.

- **Jan. 1 for the March 2002 issue (Themes: Multiple missions of the CCC/disabled students)**
- **April 1 for the June 2002 issue (Themes: Accountability/innovation/part-time faculty)**
- **July 1 for the September 2002 issue**
- **Oct. 1 for the December 2002 issue**

FACCCTS Editorial Policies

FACCCTS is the journal of the Faculty Association of California Community Colleges, a nonprofit, professional association that lobbies exclusively for community college faculty, and the FACCC-Educational Institute, FACCC's subsidiary for information dissemination and professional development. FACCC encourages policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education.

FACCCTS is published four times during the academic year, offering information, analysis and provocative points of view about the politics, philosophy and practice of education. _FACCCTS'_ primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC and FACCC-EI, their board of governors, general membership or staff.

FACCCTS publishes letters to the editor, commentaries and other contributions on a space-available basis. _FACCCTS_ reserves the right to condense and edit all text according to _The Associated Press_ style and as deemed necessary.

Length and Types of Submissions

- **Articles and commentaries are 600 to 1,200 words.**
- **Book and software reviews are 300 words (or if related to education, no more than 600 words).**
- **Teaching tips are 200 words.**
- **Letters to the editor are no more than 250 words.**

Articles take an objective look at a specific topic and address "The Five Ws"—Who, What, Where, Why and When. They're written with an attention-getting introduction and in the inverted pyramid style, in which the most important and interesting information is contained in the first few paragraphs, and less important information appears in order of decreasing news value.

Articles draw on two or more sources (newspaper articles, books, interviews), and contain quotes from leaders or experts on the topic.

See the news/feature articles on the front page of _The Wall Street Journal_ for examples of well-written articles and "leads," the first short, attention-getting sentence of an article.

Commentaries clearly state the author's opinion about a subject, and provide information to support that opinion.

Book reviews clearly state the reviewer's opinion about a book. They don't just summarize what the book says. A couple of questions to ask yourself: Why did I like or dislike the book? Why would or why wouldn't my faculty colleagues find the book interesting or useful?

Alan Wolfe, in "The Solemn Responsibilities of Book Reviewing," said "...The goal of those who review books should be to give readers a fair summary of the book's contents, along with reasoned judgments about its success or failure. Book reviewing also requires a set of virtues that include humility, respect and empathy. People who live for the book ought to see reviewing books as among the most solemnly undertaken of academic responsibilities."

Format

Don't send originals. Writers should submit a hard copy of their story with the following information on the first page: story title, author's name, job title, college, author's address and phone numbers. At the end of the article, include a few sentences for an author's bio.

All manuscripts should also be e-mailed as an attached text-only or rich-text format file.

FACCC

Calling the Muse

We look for articles and opinion pieces that analyze or provide new information about community college faculty issues. Authors should write in an informal, conversational style with particular attention to crafting an attention-getting introduction. All submissions will be edited for length and style according to *The Associated Press Stylebook.*

Here are a few tips:

- Use an interesting "lead," the first attention-getting sentence of a story. If you don't grab readers' attention with this, they may not continue reading the rest of your story. See the main story on the front page of *The Wall Street Journal* for examples of good leads.
- Simplify: "Omit unnecessary words."—E.B. White. Use words you say in normal conversation. (For example, don't say "utilize" when you can say "use.") Pretend you have to explain the issue to your mother or a neighbor.
- Be succinct. Keep sentences and paragraphs short.
- Avoid jargon.
- Spell out acronyms on the first reference. Don't assume everyone understands your terms.
- Use the active voice. It is livelier and more direct than the passive voice. (Say "The governor praised community colleges..." not, "Community colleges were praised by the governor...")
- Use practical examples to support key points.
- If you cite references, use the author's full name, article title, source and publication date (Bob Thompson, "Distance Learning," *Educational Technology,* March 1999).
- We usually accept manuscripts that have not been published elsewhere. If you submit a story that was previously published, please tell us.

Graphics Are Your Friends

We welcome charts or high-quality photographs that would complement your story. Please be sure to provide the correct spelling of people's names, and explain who, what, where, why, when. We prefer interesting photos of people in action, rather than just posing for the camera.

Before You Send It

Before you submit your story, ask yourself these questions (From *The Word: An Associated Press Guide to Good News Writing,* by Rene J. Cappon):

1. Have I said what I meant to say?
2. Have I put it as concisely as possible?
3. Have I put things as simply as possible?

How We Edit Your Story

The FACCC Board of Governors Communications Committee reviews all submissions, and may ask for revisions if it accepts your story for publication. *FACCCTS* conforms to *The Associated Press* style with few exceptions.

Corrections

Authors are responsible for information accuracy. If you need to make changes after you've submitted your story, please notify the managing editor as soon as possible. *FACCCTS* publishes corrections and clarifications in the "For the Record" column.

Copyright Policy

FACCC holds the copyright for all submissions. We grant permission to reprint articles in other education publications or for use at conferences or workshops. Please call for permission. Generally, we'll ask you to credit any excerpts with © Faculty Association of California Community Colleges. We also request a copy of your publication containing the reprint to Managing Editor, *FACCCTS,* 926 J Street, Suite 211, Sacramento, CA 95814-2790.

Where to Send It

Mail all stories to Managing Editor, *FACCCTS,* 926 J Street, Suite 211, Sacramento, CA 95814-2790. E-mail Katherine Martinez at k7martinez@aol.com or faccc@aol.com.

Questions?

Contact Katherine Martinez at (916) 447-8555, e-mail k7martinez@aol.com or faccc@aol.com.

Join the FACCC Lists

To discuss community college issues with your colleagues via e-mail, join the lists by e-mailing:

- FACCC@yahoogroups.com (for general community college and faculty issues)
- FACCC-Newhire@yahoogroups.com (for issues facing faculty hired in the past seven years)
- CCC-PartTime-subscribe@yahoogroups.com (for part-time faculty issues)

Leave the subject and message blank, or simply write "SUBSCRIBE."

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Moving?

FACCC spends hundreds of dollars every year on postage for returned mail. Please help us use your membership dues more effectively by informing us of address changes. Call (916) 447-8555, e-mail faccc@aol.com, or write to FACCC, 926 J St., Suite 211, Sacramento, CA 95814

Mark Your Calendar

FACCC Lobby Day Monday, March 18

Watch FACCC's publications and *www.faccc.org* for details.

Program Offers Continuing Education

by Allison L. Shaw

With escalating enrollments, an increasingly diverse student population, high faculty attrition and limited resources, California's community colleges face an immediate need for well-trained instructors.

The Community College Faculty Preparation Certificate Program offered through California State University, Sacramento's CSUS Regional & Continuing Education is designed to provide the necessary cultural framework, critical coursework and classroom experience to prepare potential and current community college instructors.

While the program is ideal for master's degree candidates who desire a transition into the classroom, program director Elizabeth Hough is quick to point out that it offers many benefits to current instructors as well.

"Current faculty are very much a part of our target audience," she said. "Experienced teachers can serve as mentors through the sponsored experience and the program also prepares new faculty for advancement opportunities."

The program equips current instructors to upgrade their teaching skills, align themselves for full-time faculty positions, advance on the faculty pay scale and meet professional development requirements by earning graduate credit from CSUS.

The first two courses offer an in-depth understanding of the diverse social, cultural, economic, political and ethical framework of the community college environment. Many instructors are attracted to the community college because of its diversity, but such diversity can also be an obstacle to successfully engaging all students.

The *Sponsored Experience at the Community College* practicum pulls everything together. Depending on the participants' professional status, the sponsored experience includes either a mentored teaching placement in a community college classroom or the assignment of a coach.

The Community College program seeks more mentor teachers and program participants for the Spring 2002 session. The program can be completed within a year and offers 12 units of CSUS graduate level credit. Interested candidates should call Jackie Taylor at (916) 278-4433, ext. 120 for more information.

Allison Shaw is Editor and Production Coordinator for CSUS Regional & Continuing Education.

CSUS Regional & Continuing Education is partnering with CSU Chico, Bakersfield, and Fresno to bring the program to those service areas in fall 2002. Other universities, such as UCLA, offer similar programs. Call the university continuing education department in your area for information.—Editor

For a longer version of this article, visit *www.faccc.org* and follow the links for "Publications," *"FACCCTS,"* "December 2001."

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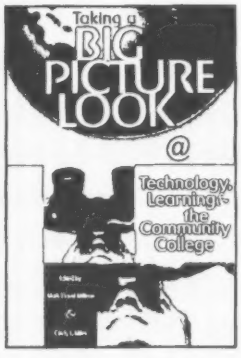
Balance is Key to Colleges' Tech Success



Taking a Big Picture Look @ Technology, Learning & the Community College
Edited by Mark David Milliron & Cindy L. Miles
League for Innovation in the Community College, 2000
333 pages, $25.

Buy a discounted copy from the online FACCC Book Service at www.faccc.org.

Reviewed by Josie P. Gutierrez,
Evergreen Valley College

The 1950s seem like such a long time ago. I graduated from high school in 1956 and immediately began working part-time at IBM while attending college in San Jose.

I did keypunching, card sorting, research data, and worked as an office assistant in the purchasing department for five years. I would not realize until 1989 that my early experiences at IBM would prepare me for the computer era that had hit the community colleges. Little seeds had been planted in my mind about technology—it wasn't a foreign thing.

Because of my experience at Big Blue, *the* computer giant at the time, I am not surprised to find myself teaching an online course, "Transfer to a Four-Year Institution Simplified," and conducting counseling via e-mail. What a distance we have traveled.

In *Taking a Big Picture Look @ Technology, Learning & the Community College,* authors Mark David Milliron and Cindy L. Miles discuss educational technology history, information and facts that will appeal to community college faculty.

The authors outline their book in the first chapter, "Seven Signs on the Road Ahead for Community Colleges:" (1) the learning revolution, (2) technology transitions, (3) enrollment pressures, (4) turnover waves, (5) partnership programs, (6) at-risk access, and (7) accountability mandates.

The authors describe how the California Community Colleges started out with humble aspirations and have grown into a major force in education: "In fact, three out of four students in public postsecondary education are enrolled in a community college with many more waiting to begin."

Each chapter contains a message that permeates the entire book: "We must engage the human and organizational possibilities of technology to uphold our values of community and social responsibility." In other words, we can't go overboard with technology. We must focus on our mission, and provide a balance between access to technology and the humanistic aspect. Many young people today, for example, spend a lot of time on their computers, to the detriment of their social skills.

As a counselor, I appreciate the studies, surveys and questionnaires the authors used to help readers understand some of their statements (i.e. "Basic skills/developmental programs will lose enrollment.") I, like many others, want assurances that we are on the right track.

The authors remind us "our students do not have equal access to technology." While they don't offer solutions to bridging the digital divide, the authors urge us to think about how we can get everyone on board. My college recently opened its first student center, for example, complete with computers.

Anyone associated with community colleges will find themselves formulating questions for their colleges, especially after reading the authors' ideas about what they call Internet Vision: "..to think of new and innovative ways to use Internet technologies to meet the challenge of leadership and learning in the Information Age."

...we can't go overboard with technology. We must focus on our mission...

They said "...higher education leaders must ask themselves these hard questions: (1) Is my institution taking advantage of Internet Vision? (2) How can my institution use Internet Vision to serve students, faculty, administration, alumni, and community better?"

The book offers suggestions on how we can answer these questions, but makes it clear that each institution has different needs and resources, and that each must create a unique plan.

Taking a Big Picture Look @ Technology, Learning & the Community College covers practically every aspect of technology as it relates to community colleges. After I finished reading the book, I was compelled to reread certain chapters again and again.

Josie P. Gutierrez is a counselor at Evergreen Valley College and holds a master's degree in clinical psychology.

Off Track

***Off Track*, the newsletter for part-time faculty, is now published in each issue of *FACCCTS*. Please send news, event announcements, commentaries and story ideas to *k7martinez@aol.com* or call (916) 447-8555.**

Part-Time Workshop

FACCC's Nov. 10 workshop on part-time faculty issues featured faculty experts such as labor attorney Bob Bezemek, FACCC Governor Margaret Quan of Diablo Valley College, FACCC Executive Director Jonathan Lightman and Legislative Advocate Douglas Lindsey.

Topics discussed were the state budget process and how it affects part-timers, the $57 million in funding for part-time equity, recent legislation, and how to calculate pro-rata pay.

The workshop was held in three locations at San Diego Mesa College, Pasadena City College and Chabot College.

For information on upcoming FACCC workshops, visit *www.faccc.org* or contact Professional Development Director Paul Simmons at *psimmons@faccc.org*.

Legislation

To read about legislation affecting part-time faculty, see p. 18.

Request a Faculty Orientation

FACCC can provide new-hire and part-time faculty orientations to your college.

Learn about the big picture for faculty and community colleges, laws that affect part-time faculty, discuss professional goals, and more. Invite Membership Director Lyndon Marie Thomson to your campus today. Call (916) 447-8555.

Campus Equity Week

As we reported in the Oct. 25 *FACCC Weekly E-mail Report*, Executive Director Jonathan Lightman participated in the Wednesday, Oct. 31 "Freeway Flyer Tour" in San Diego. The event was part of the FACCC co-sponsored U.S./Canadian "Campus Equity Week," Oct. 28-Nov. 3, to raise awareness of part-time faculty issues.

The day began with a 9 a.m. breakfast at Grossmont College, followed by an 11:30 lunch and speaker program at Palomar College. The afternoon visit was held 2:30 p.m. at Mesa College, and the tour finished at 4:30 p.m. at Southwestern College.

For information on Campus Equity Week, see the flier in the "What's New" section at *www.faccc.org* or visit *www.cewaction.org*.

FACCCTS

Margaret Quan presented Lantz Simpson of Santa Monica College with the Part-Time Faculty Member of the Year award at the FACCC conference on Sept. 28.

You May Qualify for Unemployment

Since part-time faculty members are not guaranteed continuing employment, you should file for unemployment benefits at an Employment Development Department office the day after an assignment ends.

Even if you've been offered an assignment for the following semester, you're eligible for unemployment according to *Cervisi v. California Unemployment Insurance Appeals Board and Field Directive 89-55UI.* (For the complete text, visit the Part-Time Faculty section at *www.faccc.org*).

If the EDD rejects your application, you should file an appeal. Part-timers must meet certain criteria. You must either have no other job between semesters or have a job that pays less than $259 a week during the time between assignments. You're not required to look for a job outside your field. Contact Legislative Advocate Doug Lindsey if you have questions: (916) 447-8555 or *lindsey@faccc.org*.

Your Representatives

Margaret Quan, Part-Time Faculty Rep-North
Diablo Valley College and Chabot College
Call or fax Margaret at (925) 820-0499
E-mail *mquan9197@aol.com*

Robert B. Yoshioka, Part-Time Faculty Rep-South,
Allan Hancock College
Call Robert at (805) 937-2786, fax (805) 937-4880
E-mail *rby2oz@impulse.net* (The "o" is "oh," not "zero.")

Catastrophic Drug Coverage and Medicare Part B

Due to the lack of CalSTRS available excess funds and an uncertain economic outlook, CalSTRS is not moving forward with the following $1 billion proposal. However, we present this information for your discussion, in anticipation of more prosperous economic times.—Editor

by John Baley, Cerritos College

Before the recent economic downturn, the California State Teachers' Retirement System was considering another benefit enhancement. The two funding proposals included (1) paying the Medicare Part B premium of about $50 for all retirees, and (2) constructing a plan that would provide insurance against major expenses for prescription drugs.

Medicare does not pay for prescription drugs. At the time Medicare was created, prescription drug costs were small compared to hospitalization. Not so any longer. In fact, one way medical plans control hospital costs is by encouraging the use of prescription drugs to reduce or prevent the need for hospitalization. Most experts predict drug costs will only increase.

Before you say that you're covered for unlimited prescription drugs after retirement, check your plan limits. You may be in for a surprise.

Most Plans Impose Limit on Drug Costs

While many retirees will have some form of prescription drug coverage, most of these plans have an annual limit of about $1,500. This is fine for normal antibiotics and cholesterol drugs but if you need $1,500 per month in drugs for the rest of your life, you're in deep trouble.

One possible prescription drug plan would have a deductible of $1,500. It then might pay 80 percent of the next $1,000 of prescription drugs and 100 percent of costs more than $2,500 per year. Such a plan would limit a retiree's exposure to $1,700 a year in drug costs. CalSTRS could protect the pension fund against rapid increases in drug costs by varying the deductible amount so the cost of the plan remained at about $600 per year.

Because most retirees would not receive any benefit from this type of plan, and some folks have unlimited drug coverage, some people argue that it would be fairer to pay $50 per month toward Medicare Part B for all CalSTRS members. I believe that most retirees can afford the Medicare Part B premium. The problem is saving enough money to pay for large, ongoing drug expenses of more than $1,500 per month. How much money would you have to put aside just in case you have drug expenses of more than $1,500 per month? Before you say that you're covered for unlimited prescription drugs after retirement, check your plan limits. You may be in for a surprise.

Insurance is Protection

The fundamental principle of insurance is what makes a prescription drug program possible. For fire insurance we're willing to accept a bearable annual loss to protect us against the possible catastrophic loss of our house in a fire. We do not buy car wash insurance because the need is certain and the cost of the insurance would be the cost of the car washes plus administrative expenses and profit. It's cheaper just to have your car washed when you need it.

Similarly it makes more sense to me to forgo $50 a month so that I don't have to worry about my retirement savings being devastated by catastrophic drug costs. A high deductible also saves administrative costs because most of us will not use the plan until our later years. Hence, more dollars can be put in plan benefits for those who will need them. Because teachers generally live a long retirement life we can expect that around our mid-70s, and surely by our early-80s, we're going to need a lot of expensive medication. Then a catastrophic drug plan will be very important.

For the Good of All Members

I believe that a teachers' retirement plan should weigh the good of most members against the good of a few. This is particularly true when the loss of benefit to a few is small compared to a major benefit for most. Prescription drug coverage is a protection everyone needs.

John Baley is a FACCC governor and teaches mathematics at Cerritos College in Norwalk.

FACCCTS welcomes your comments on this topic. Write a letter to the *FACCCTS* editor. See guidelines on p. 5.

New Members

These new members joined between July 30 and Oct 25. When you see them around campus, please welcome them to FACCC.

American River College
Andrea Aguilar

Butte College
Mitch Crooks

Cerritos College
Mihaela Florescu
Judi Holmes
Bob Livingston
Manuel Lopez
Debra Moore

College of San Mateo
Diana Bennett
Jacqueline Gamelin
Stacey Grasso
Melissa Green
David Locke
Judith Pittmann
Nayereh Rezaie
Darryl Stanford
Richard Zanardi

College of the Desert
Dee Wood

Cosumnes-El Dorado Center
Ted Foster

Cosumnes River College
Mark Ford
Marilyn Gordon
Shawna Hellenius
Norman Hom
Denise Marshall-Mills
Camille Moreno
Julie Oliver
Richard Schubert
Jason Vargas

Cuyamaca College
Debra Babylon
Lindy Brazil
Bryan Elliott
Lowell Knapp
Duncan McGehee
Alicia Munoz
Donna Riley
Patricia Santana
Mary Sessom

DeAnza College
Roberta Bloom
Salamander Breiter
Robert Bryant
Ronald Dunn
Dawnis Guevara
Patricia Guitron
Herminio Hernando
Natasha Joplin
Laura Karst
Byron Lilly
Julie Madigan
Don Nickel
Diane Pierce
Jefferson Shirley
Sukhjit Singh
Loraine Straight
Susan Tavernetti

El Camino College
Carolyn Blake

Foothill College
Hilary Ciment
Robert Cormia
Patricia Crespo-Martin
Bernadette Day
Leticia Delgado
Amelia Edwards
Ross Gerry
Laurie Horton
Brian Lewis
Sheryl Manis
La Dawn Meade
Martin Melia
Patrick Morriss
Todd Petersen
Elaine Piparo
Julio Rivera
Doren Robbins
Dan Salah
Leticia Serna
Daphne Small
Janet Spybrook
Mary Thomas
Ikuko Tomita
Kristin Tripp

Fresno City College
David Balogh
Melinda Brewer
Gennean Brown
John Cho
John Fitzer
Martin Frazier
Susan Holford
Monique Kelley
Colby Linder
Joanne Pacheco
Scott Porteous
Bernida Webb

Lake Tahoe Community College
Aaron Covington
Kimberlee Dorris
Jackie Lou
Scott Lukas
Karen Macklin
Bic Ha Olson
Steven Richardson

Long Beach City College
Lydia Turner Demyers

Los Angeles Trade-Technical College
Maria Avila
Steve De France
Winfred Delloro
William Elarton
Ruthie Grant
Joseph Londrigan
Matthew Needham
John Nwoko
Gloria Rodriguez
Merle Rogers
Nancy Romero
Stuart Scudder
Rashidah Shakir

Mendocino College
Jody Gehrmann
Lynn Haggitt
Shannon McCulley-Brenkivitz
Ed Robey
Cynthia Speed

MiraCosta College
David Bonds
Bradley Byrom
Karin Cohick
Larry Holmes
Stephen Isachsen
Jeffrey Keehn
Belinda Klau
Jennifer Lynch
Patricia O'Reilly
Nancy Singer
Glorian Sipman
John Towers
Candelaria Urrea-Owens
Lilia Vidal

Mission College
Karyn Armstrong
Brenna Betcher
Elaine Dworak
MyTra Fitzpatrick
John Freeman
Stephanie Kashima
James Kawamoto
Patrick LaVallo
Phuongcac Nguyen
Thanh Nguyen
Marsha Oliver
Rod Pavao
Curtis Pembrook
Mary Lynn Rounds
Susan Zeisler

Modesto Junior College
George Martin

Ohlone College
Brenda Ahntholz
Joseph Steinke

Pasadena City College
Cleve Crudgington

Retired Faculty
Al Solomon

Rio Hondo College
Renee Decter
Cameron English
Steven Hebert
Greg Ledbetter
Kenneth Maxfield
Lisa McRaven
Daisy Nystul
Ralph Pascual
Rosanne Ramirez-Atilano
Anna Regalado

Riverside City College
Asatar Bair
Matthew Barboza
Douglas Bowen
Nikki Carpenter
Achala Chatterjee
James Cheney
Jill Christiansen
Lois Clarkson
Amy Clegg Haerich
Leigh Cordery
Kenneth Cramm
Joseph DeGuzman
Alma Dizon
Kelly Douglass
Gerard Forlenza
Ravelle Greene
Virginia Hanson
Tracie Jackson
Robert Jew
Lori Johnstone
Kristina Kauffman
Phillip Kelleher, Jr.
Stephen Kennedy
Dorothy Laborue
Mark Lewis
Richard Mahon
Martin Medina
David Mills
Cynthia Morrill
Jodi Mowrey
Martin Navarro
Brendan O'Neill
Cindy Okamura
Alicia Okouchi-Guy
Maria Pacheco
Blaga Pauley
Cynthia Pentz
Ann Pfeifle
Christopher Rocco
Laurie Schnoebelen
John Seniguar
David Slocum
Susan St. Peters
Margaret Stevens
Rachel Stone
Sharon Terrill
Yuri Ulloa
Patricia Worsham
Stephanie Wright

Sacramento City College
Troy Myers

Saddleback College
Roy McCord

San Joaquin Delta College
Daniel Baker

Santa Monica College
Garen Baghdasarian
Rory Barnett
Patricia Beitel
Sara Brewer
Nathan Brown
Timothy Cramer
Jain Darwiche-Hussain
Christopher Fria
Nancy Grass-Hemmert
David Javalosa
Richard Lavallee
Stefan Mattessich
Delores Raveling
Howard Stahl
Eric Williams

Santa Rosa Junior College
Catherine Burgett
Debbie Ezersky
Greg Granderson
Margaret Grayson
Alison Hinnenberg
Michael Ludder
Carolyn Massell
Craig McMillan
Narmeen Nasseem
Julie Thompson
Mary Lou Velasquez
Meryl Wamhoff

Santiago Canyon College
Richard Adams
Odette Borrey
Carolyn Motokane

Skyline College
Dennis Eadus

Victor Valley Comm. College
Catherine Ruane

West Valley Mission College
John Vlahos

TRAINS, PLANES AND AUTOMOBILES

Plan a **summer vacation** and let FACCC provide the transportation. **Recruit 15 new full-time members** and receive a trip for two, which includes a three-day car rental, plane and train trip. FACCC will even make your travel reservations.

The **most effective recruiting technique** is to talk with your colleagues in person and have them sign the membership card, right then and there. If they hesitate, offer incentives: for the newly-hired faculty member, a six-month complimentary membership; for other full-time faculty, a three-month complimentary membership. Questions? Call (916) 447-8555. For a list of other gifts, see your September *FACCCTS* or *www.facc.org*.

Consider these ideas from Membership Director Lyndon Marie Thomson:

Fly to New Hampshire, drive to the White Mountains and ride the Mount Washington Cog Railway. Close by is the beautiful, old Mount Washington Hotel.
For more information on the cog train, visit *www.thecog.com/news.html*.

Fly to the Bay Area or drive to Willits for a trip on the **Skunk Train** through the beautiful redwoods. I suggest going in the fall and staying overnight in Fort Bragg. For more information, visit *www.caladventures.com/SkunkTrain.htm*

Another California train trip is the **Roaring Camp and Big Trees Narrow-Gauge Railroads** in Felton. This trip is on a steam-powered passenger railroad deep in the heart of the redwood forests of the Santa Cruz Mountains. For more information, see *www.roaringcamp.com*.

Colorado's Pikes Peak Cog Railway is the highest railroad in the U.S. It's seven miles from downtown Colorado Springs. For more information, visit *www.cograilway.com*.

Try Sandpoint, Idaho's **Montana Rockies Rail Tours.** You'll travel through "forested valleys ruled by the bald eagle and grizzly bear, towering granite peaks and rumbling streams beaming with trout." Visit *www.gordonsguide.com/historictrains/montanarockies/main.html*.

For more information, trip suggestions and recruiting tips see www.faccc.org

Hope

FACCCTOTUM

The beginning is always today.
—Mary Wollstonecraft

Hitch your wagon to a star.
—Ralph Waldo Emerson

Live in each season as it passes: breathe the air, drink the drink, taste the fruit.
—Henry David Thoreau

No pessimist ever discovered the secrets of the stars, or sailed to an uncharted land, or opened a new heaven to the human spirit.
—Helen Keller

To look up is Joy.
—Confucius

There are two ways of spreading light: to be the candle or the mirror that reflects it.
—Annie Dillard

The world is not yet exhausted; let me see something tomorrow which I never saw before.
—Samuel Johnson

If we listened to our intellect, we'd never have a love affair. We'd never have a friendship. We'd never go into business, because we'd be too cynical. Well, that's nonsense. You've got to jump off cliffs all the time and build your wings on the way down.
—Ray Bradbury

I've never quite believed that one chance is all I get.
—Anne Tyler

After the final no there comes a yes, and on that yes the future world depends.
—Wallace Stevens

Hope dies last.
—Unknown

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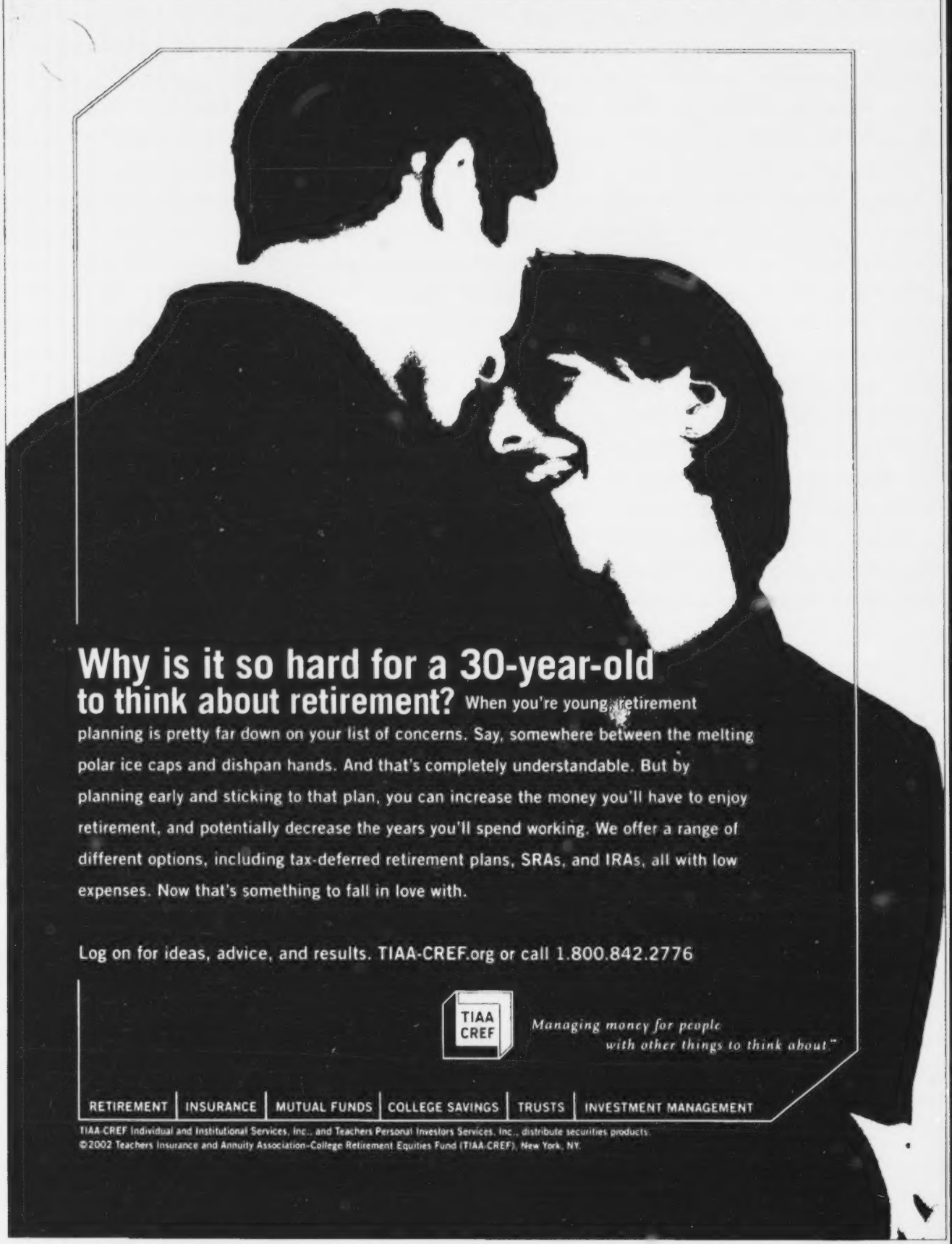
Volume 8 Number 3 March 2002

Experience the Magic
2002 FACCC Conference
Oct. 3-5
WestCoast Anaheim Hotel
p. 18

Also: The Trials of Transfer p. 6 • Faculty as a Political Player p. 7 • California Governors p. 13
Disabled Students p. 28 • Book Reviews pp. 17, 32 • Medicare Part B p. 37


Why is it so hard for a 30-year-old to think about retirement? When you're young, retirement planning is pretty far down on your list of concerns. Say, somewhere between the melting polar ice caps and dishpan hands. And that's completely understandable. But by planning early and sticking to that plan, you can increase the money you'll have to enjoy retirement, and potentially decrease the years you'll spend working. We offer a range of different options, including tax-deferred retirement plans, SRAs, and IRAs, all with low expenses. Now that's something to fall in love with.
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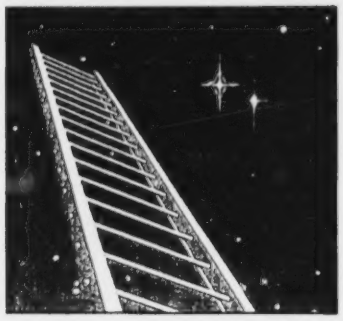
Inside

COVER STORY



Missions: Possible 20

Here's a glimpse at how the California Community Colleges fulfill their multiple missions.

- Collegewide Theme Inspires Communication, Cohesion, by Lynn Pierce, p. 22
- On Being Educated, by Rose LaMont, p. 23
- Santa Monica College Goes to High Schools, p. 24
- Mesa College Leads in Teacher Recruitment, by John Nunes, p. 25
- Colleges are State's Largest Workforce Providers, by Gloria Negrete McLeod, p. 26
- The 21st Century Plantation, by Patricia G. Siever, p. 27

SPECIAL SECTION

Disabled Students 28

Learn about campus resources for helping faculty teach disabled students.

- Preparing Faculty for Psychologically Disabled Students, by Robert M. Itatani, p. 28
- Abilities, Not Disabilities Focus of Expanding Program, by Kathleen Bonilla, p. 29
- Help Available for Teaching Disabled Students, by Joy Cook, p. 30

DEPARTMENTS

FastFACCCTS 9
Teaching Tip, by Myo Kyaw Myint 10
For The Record 11
Question of the Month 11
Book Review, by Marion G. Heyn 17
2002 FACCC Conference 18
Book Review, by L.A. Hughes 32
FACCCTS Writers' Guidelines 33
Off Track 36
The Good Life 37
New FACCC members 38
Member-Get-A-Member campaign 39

COLUMNS

Whistleblower Protection Increases, by Katherine Martinez 4
The Trials of Transfer, by Carolyn Russell 6
Faculty as a Political Player, by Jonathan Lightman 7
Messages We Send the Nation, by John F. McFarland 13

On the cover:
Illustration: *Ladder reaching out into space,* www.eyewire.com
Design by Katherine Martinez

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Translating Sound Educational Values Into Public Policy

FACCC's Mission
FACCC advocates exclusively for community college faculty. FACCC analyzes issues that impact community colleges, develops policy and sponsors bills, and lobbies the governor, the chancellor, the Legislature and other state and federal agencies. FACCC communicates issues and resolutions and works in concert with other organizations to ensure a leading role for community college faculty in education policy.

FACCC is a nonprofit corporation governed under Section 501 (c) (5) of the tax code. Eighty percent of your FACCC membership dues (excluding voluntary political action committee contribution) is tax-deductible as a business expense. Please consult your tax adviser.

101

Whistleblower Protection Increases

Sandy Ericson thought she might lose everything.

Her job. Her house. Maybe even her life.

Ericson, who teaches at City College of San Francisco, blew the whistle in the mid-1990s on a dean who wrote a grant proposal for a new program, appointing her as director and using her résumé without her consent. The money went to a program she believed wasn't benefiting the college. Shocked, she confronted the dean. They argued.

"I was so scared I thought I would die," Ericson told me. "And I actually remember thinking if I don't sue, maybe something really would happen to me. I had to make it more public to protect myself."

She sued under the federal False Claims Act. The case dragged on and it wasn't resolved until the new chancellor took over in 1998. They met and settled the case. "I'm convinced that if Philip Day had not taken the chancellorship, I would've lost my job, or gone bankrupt and lost [my] house," she said.

Her happy ending hit a snag, though. Ericson has had class scheduling problems, which she alleges are a form of retaliation.

But employees like Ericson have a new avenue for filing a retaliation complaint, thanks to FACCC co-sponsored Assembly Bill 647, which Gov. Gray Davis signed into law last fall. It went into effect Jan. 1 and amends the Reporting by Community College Employees of Improper Governmental Activities Act, allowing community college employees who experience retaliation for whistleblowing to file complaints with the California State Personnel Board.

"I think what this law does is make them more nervous about being so overt," Ericson said of potential lawbreakers.

She emphasized that "without ethical behavior, we have no trust. Without trust, we have no institutions...Trust is what propels society forward."

FACCC likes to hear how our legislation affects you. Ericson responded to our weekly e-mail report calling for whistleblower contacts.

We strive to make our publications interactive, from Question of the Month at *www.faccc.org* to letters to the editor. If you read something that inspires you or makes you angry, write a letter or commentary. (See guidelines, p. 33.)

FACCCTS is your forum. It can't flourish without your contributions.

Katherine Martinez

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CALENDAR

MARCH

March 1—Workshop: Teaching, Learning & Technology
March 15—Workshop: Teaching Outside the Class, Sacramento
March 17—FACCC Board of Governors meeting
March 18—FACCC Leadership Lobby Day, Sacramento

APRIL

April 1—Deadline for *FACCCTS* submissions
April 17—CCC Lobby Day & Alumni Day, Sacramento
April 19—Occupational Education, Riverside & SF Bay Area

MAY

May 4—FACCC Board of Governors meeting, Sacramento
May 10—Workshop: Diversity, Los Angeles & Sacramento

JUNE

June 15—Deadline for Legislature to pass state budget bill
June 28-30—FACCC Board of Governors Retreat

JULY

July 1—Deadline for *FACCCTS* submissions

Read the ***FACCC Weekly E-mail Report*** and visit *www.faccc.org* for the latest news and events. FACCC members: e-mail your full name to *faccc@aol.com* with the subject "Subscribe Weekly Report."

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BUSINESS-MARKETING/TOURISM/HOSPITALITY/LEISURE	03/29/2002
CHILD DEVELOPMENT	04/05/2002
COMPUTER APPLICATIONS	04/05/2002
ENGLISH COMPOSITION/LITERATURE	03/08/2002
ESL (VOCATIONAL ESL/ENGLISH FOR SPECIAL PURPOSES)	03/11/2002
MUSIC-PIANO	04/19/2002
READING/ENGLISH COMPOSITION	03/15/2002
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Salary range is $41,076-$88,706 for faculty positions. Please address inquiries to the Office of Academic Human Resources, Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405. District Office is located at 2714 Pico Blvd., Santa Monica, CA 90405. (310) 434-4336 (24-hour employment information line). EOE.

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The Trials of Transfer

Carolyn Russell

What exactly *is* a transfer student? Is it someone who has taken three, 30 or 62 units at a community college? Is it someone who transfers to a four-year college after six months, or after two, four or six years?

What percentage of California Community Colleges students transfer to four-year universities?

A. 3 percent
B. 17 percent
C. 33.9 percent
D. 38 percent
E. All of the above

The answer to the first question is yet to be resolved. The answer to the quiz is "E." The trick is in the definition.

The Chancellor's Office staff and members of the Consultation Council, which advises the chancellor, have been reviewing data and grappling with some parameters to help us develop a definition of transfer. We, as a system, want to assess how and what we are doing, but we also need to explain to others like the Little Hoover Commission, the media and legislators who continue to challenge our efforts, how we are meeting the charge given in Assembly Bill 1725 of 1988: "The provision of quality transfer education is a primary mission of the California Community Colleges."

Students get better jobs with any community college experience and that may tempt them to defer their transfer goal.

"All of the above" reflects only four possible ways to define transfer.

Answer A, 3 percent, is from a March 2000 report by the government oversight agency known as the Little Hoover Commission. The commission simply took the total number (the headcount) of all community college students for one year, 2,241,681, and divided that by the number who actually transferred, 65,756. The accuracy of this snapshot method is called into question when, further in its report, the commission notes that "While a relatively small percentage of community college students transfer to a UC [University of California] or CSU [California State University]...in the 1997-98 academic year, 32.2 percent of the students awarded a bachelor's degree from the UC *had transferred* [italics mine] from a community college . . . [and] that figure was 59.9 percent for graduates of CSU."

The other percentages are from the Chancellor's Office data mentioned earlier. The research included all first-time students in fall and summer of 1994 who had declared an intent to transfer. The study tracked these students for six years.

Answer B, 17 percent, represents students who met their transfer intent.

Answer C, 33.9 percent, reflects intent and adds "behavior," which is defined as "students who attempted transfer-level math or English regardless of the outcome."

Answer D, 38 percent, includes intent, behavior and adds "completion of at least 12 units."

As you can see, the data used in "D" and the six-year timeframe begin to address the questions raised at the beginning of my column. The methodology is far from perfect, however. One problem noted was that the 38 percent accounted for only 83 percent of actual transfers. In other words, 17 percent of students transferred without fitting the profile.

Another concern revolved around the students who had declared their intent to transfer but did not succeed. Have we failed them? What factors contributed to their not meeting their stated goal? What factors can we control? Experience tells us that students often achieve short-term goals and that transfer may be a very long-term goal. Students get better jobs with any community college experience and that may tempt them to defer their transfer goal. Community college students also have a range of competing priorities such as families and jobs. Some students may also become discouraged when they realize that they may have to take a number of developmental courses before they can attempt college level-work.

It is clear that the Chancellor's Office work of gathering and examining data has just begun, but it is important that we in the Consulation Council continue reviewing the results so that the community college system establishes the definitions rather than others with less experience and insight.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC. To comment, e-mail her at FACCCPres@aol.com *or write a letter to the editor.*

Faculty as a Political Player

Jonathan Lightman

"Money is the mother's milk of politics," legendary Assembly Speaker Jess Unruh once said. No one knows this more than the energy industry, which donated $4 million in contributions to state politicians during the last election.

FACCC, of course, doesn't have that much dough. But we do have the FACCC Political Action Committee, which provides faculty the means to participate in electoral politics. FACCC PAC is governed by a bipartisan faculty committee that adheres to a twofold mission: to elect candidates to the Legislature and state constitutional offices who promote FACCC's values, and to engage FACCC members in political action.

FACCC PAC is political, not legislative. Without the right people in office, FACCC's lobbying will not succeed. And given its standing as the only statewide political voice exclusive to community college faculty, FACCC PAC's role cannot be understated. With only $100,000 in the bank, however, the committee must make the most of its resources to make a difference. But the "A" in PAC stands for action and FACCC PAC takes action in several ways.

First comes the selection of candidates. While the FACCC Board of Governors endorses candidates for office, it relies on the political action committee for recommendations. The committee judges incumbent legislators on their support for faculty issues, their willingnes to carry FACCC-sponsored legislation, their position of influence among their colleagues and their committee assignments in the Capitol.

Candidates for open seats are interviewed to measure their knowledge of community college issues and assess how high a priority community colleges are in their campaigns. FACCC PAC analyzes the candidates' viability, their record of support and their personal connection to community colleges.

Following the custom of associations in this term-limited environment, extra consideration is given to FACCC members running for office. This year, the political action committee interviewed five FACCC members running for state Assembly: Ed Robey (Democrat), Jim Mastin (D), Denise Smith (D), Dave Brown (D) and Sam Stavros (Republican).

The second form of action is campaigning. Once the board endorses candidates, the FACCC PAC disburses money and locates faculty volunteers to help with their races.

The third form of action is acquiring access. Each year, FACCC PAC attends events sponsored by legislators, and sponsors political speakers at FACCC Leadership Lobby Day and the FACCC Conference.

During election years, FACCC PAC sponsors the only community college hospitality suites at both state Democratic and Republican conventions.

But for all of this, FACCC PAC needs to fund raise because it takes money to participate in the political process.

When FACCC PAC pays $750 to attend an event sponsored by Assemblymember X, it's not because our lobbyists need more *crudité* (French for expensive rippled carrot). The money declares that FACCC PAC supports this politician's continued career in the Capitol. And that's a powerful statement for those who engage in the political process.

The political action committee could double in size tomorrow if each FACCC member contributed $1 more per month.

While FACCC PAC gets the most "action" out of its resources, imagine where faculty could be if it had more. While FACCC would not take advantage of the state the way the energy companies did, we would seek to stabilize funding for community colleges, work to secure a pay raise for faculty, and finally achieve the goal of a 75:25 percent full-time to part-time faculty ratio.

The political action committee could double in size tomorrow if each FACCC member contributed $1 more per month. With $10 more per month from each member, FACCC PAC would grow to more than $1 million.

We may not like the way money fuels politics, but that's not likely to change anytime soon. So our choices are to watch the process at a distance, or participate as vigorously as possible. And if that takes money, let's raise it and commit to being players. We need to make a stand.

The FACCC Political Action Committee is John McDowell, chairman, and Rita Ramirez Dean-Land, Mary Ann Newport, Merylee Shelton, Rennee Moore and Sam Russo. Contact the FACCC PAC at faccc@aol.com.

Jonathan Lightman is executive director of FACCC. He is a certified association executive of the American Society of Association Executives. E-mail him at JLFACCC@aol.com.

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—JUNE SCHLUETER
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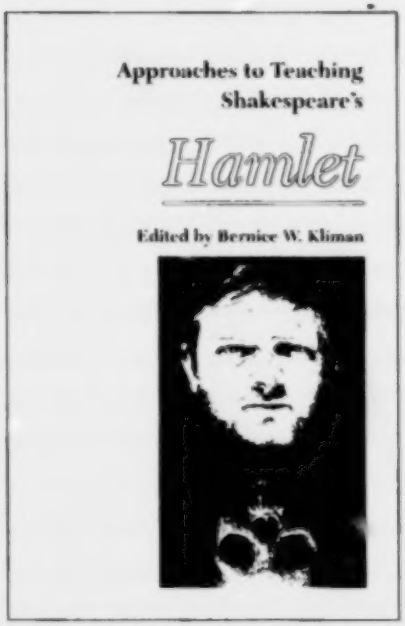

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Gillooly Receives Award

Jessica Gillooly, a FACCC member and associate professor of psychology at Glendale Community College, received a 2001 National Parenting Publications Award for her book *Before She Gets Her Period: Talking With Your Daughter About Menstruation.*

She is a licensed marriage and family therapist with a private practice and is president of the San Gabriel Valley Chapter of the California Marriage and Family Therapists. Over the years, the Pasadena resident has developed classes on women's issues such as "The Psychology of Women" and "Women: Mind and Bodies."

Gillooly created Domestic Violence Awareness Week at her college in 1995 and is a past coordinator of the college's Women's History Month.

The award was in the Parenting Resources Gold Award category. The awards are given annually and recognize the best toys, books, recordings and software for children. Gillooly's book was published in 1998. It is available at a discount from the online book service at *www.faccc.org*.

Lightman Earns CAE

FACCC Executive Director Jonathan Lightman was recently designated a Certified Association Executive with the American Society of Association Executives, a Washington, D.C.-based individual membership society of more than 24,000 association executives and suppliers.

Applicants must meet certain eligibility criteria, demonstrate accomplishments in association management and must successfully complete a comprehensive examination, which tests basic competence within the association management profession.

Only 2,900 association executives have earned the designation. Among association professionals, "CAE" indicates demonstrated skill in leadership and expertise in association management.

Faculty Favors Lectures

Among postsecondary and instructional faculty and staff, lecturing is popular: 83 percent used it as their primary instructional method in at least one class taught for credit.

This and other statistics are included in *The Condition of Education 2001*, released by the National Center for Education Statistics of the U.S. Department of Education's Office of Educational Research and Improvement.

Postsecondary instructional faculty and staff use many methods to promote student learning and measure student achievement, and the ones they select are related to their teaching disciplines. Compared with the overall average, instructors in the health sciences (38 percent) and fine arts (34 percent) use labs/clinics more often than average in fall 1998. Instructional faculty and staff in education (13 percent) and the health sciences (10 percent) provided fieldwork opportunities such as internships and apprenticeships more often than average. For grading student performance, faculty indicated the more frequently used competency-based grading than grading on a curve (61 percent versus 30 percent). There were also differences among disciplines in the types of assessment methods faculty shows.

To order the publication, call toll free (877) 4ED-PUBS or see it at *http://nces.ed.gov/program/coe*.

Exploring Pomona History

When other kids were watching "Howdy Doody" on television, Mt. San Antonio College History Professor Bill King was dressing up the leaf and garbage incinerator in his backyard as a covered wagon and re-enacting the history of the Wild West.

The son of former citrus industry workers, King's keen interest in history has led to his third book, *Pomona: The Citrus Empire.*

"Today we're citizens of the world and sometimes we don't realize what's right here," said King, who has taught history at Mt. SAC for 32 years and is a long-time Upland resident.

Published by Heritage Media for the Historical Society of Pomona Valley, *Pomona: The Citrus Empire* is available through the historical society, Barnes & Noble in Montclair Plaza and at the Mt. SAC bookstore. King's other history texts include *The Vintage Years* (1976) and *The San Gabriel Valley, Chronicle of an Abundant Land (1990).*

CalSTRS CEO Named

Jack Ehnes was selected as the new chief executive officer of the California State Teachers' Retirement System.

Ehnes, 50, replaced James D. Mosman, who left CalSTRS to become executive director of the National Council on Teacher Retirement. Ehnes began his duties Feb. 4 and comes to CalSTRS from Great-West Life & Annuity Insurance Company in Denver, Colo., which provides a wide range of life and health insurance products and administers defined contribution retirement plans.

CalSTRS includes 661,000 members and benefit recipients with an operating budget of about $56 million and 525 employees. CalSTRS administers retirement, disability and survivor benefits for California's public school educators in grades kindergarten through community college. The investment portfolio, at $97.7 billion, is

TEACHINGTIP

Using Comic Strips Makes Grammar Fun

English as a Second Language students usually find grammar lessons boring and tedious. While they can learn to do grammar exercises in isolation, they still make grammar mistakes when speaking or writing.

I use comic strips in my ESL classes to reinforce the students' understanding of grammar and to help them see how they can apply the rules. Here is my *modus operandi.*

- First, I explain thoroughly the grammar points in class.
- Next, I give the students homework related to the grammar topic we discussed, and go over the homework in class.
- Then I bring in comic strips that employ the grammar points under discussion to let the students see how knowledge of grammar must be translated into actual use of the language.

The comic strip below, for example, is an ideal follow-up to a lesson on imperatives.

With this comic strip, it's easy for students to see that when giving directions, we often use imperatives. Thus, learning grammar becomes a fun and meaningful activity instead of boring and mechanical. Proper use of comic strips can keep your students enthralled.

—Myo Kyaw Myint, Mission College

OK, YOU'RE ALL CLEAR THIS WAY. GO AHEAD AND PULL OUT...
IT'S SAFE TO CHANGE LANES. WATCH THAT POTHOLE.
SIGNAL COMING UP
LOOK OUT FOR THAT GUY ON YOUR LEFT. IS YOUR BLINKER ON?
SLOW DOWN A LITTLE
DAD, SOMEDAY I HOPE TO DRIVE ALONE, WITHOUT YOU TELL-
DON'T LOOK AT ME! WATCH THE ROAD!!

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Coping With Dying

Cabrillo College instructor and author Lynne Anne DeSpelder, an international expert on death, dying and bereavement, talks about death and grief in her classroom and in her books as if the age-old questions have a life of their own.

"My students tell me my class is really about life and living, not about death and dying," said DeSpelder, who is co-author with Albert Lee Strickland of *The Last Dance: Encountering Death and Dying* (New York: McGraw Hill, 2001). In its sixth edition, the comprehensive text delves into the broad issues of living with life-threatening illness, pain management, spiritual issues in facing death, and new models of coping.

"Somebody who finishes this class has had more education in death and dying and bereavement than their doctors, their counselors, their clergy and their funeral director," she said.

For more information, contact DeSpelder at (831) 479-6410.

Professor of the Year

Clarence Romero, an associate professor of psychology at Riverside Community College, was named 2001 Community College Professor of the Year by the

Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

Romero was chosen from 384 faculty members nominated by colleges and universities throughout the country for their innovative classroom methods and commitment to students.

Romero spearheaded a teacher-preparation program called Latino Educators of Tomorrow, which to date has raised more than $75,000 in student scholarships. He was selected his college's Distinguished Faculty Lecturer in 1998, and students chose him Teacher of the Year several times.

Freedom to innovate is important to Romero. He changed his teaching philosophy after a classroom exercise in which he became a "student for a day" and his students taught him.

"I had to learn to listen," he said. "When I first began teaching, I made the mistake of trying to be a master distributor of knowledge."

Higher Ed & Health

"Higher education has an enormous responsibility for our society's well-being," wrote Gordon K. Davies in the Nov. 30 issue of *The Chronicle of Higher Education*.

"Education determines not only earning capacity but also the very quality of human life," wrote Davies, president of the Kentucky Council on Postsecondary Education. "...in the broad sense of how well we live our lives—both individually and collectively—higher education is a public-health issue..."

"State governments that invest in higher education should expect returns on their investments that transcend the institutions themselves: healthier individuals, social institutions, and communities."

Mt. SAC Students Hired as Air Traffic Controllers

Four of Mt. San Antonio College's Aviation Science 2001 graduates were hired last fall by the Federal Aviation Administration as air traffic controllers.

What's So Wrong With Corporate Sponsorship?
HELLO AND WELCOME TO THE McCOLLEGE. I'M YOUR McTEACHER. YOU'RE THE McSTUDENTS. YOU'RE HERE BECAUSE YOU WANT A WELL PAYING McJOB. ANY McQUESTIONS?
McMacroecono 101
Bigger is Better
HELLO MY NAME IS G6798
I CAME HERE TO LEARN.
FREAK!
Matt Hall
FACCCTS

"Do corporate sponsorships help or hurt community colleges?"
Answer the Question of the Month at www.faccc.org.

For The Record

In the December *FACCCTS*, an incorrect source was listed on p. 43 for buying *Taking a Big Picture Look @ Technology, Learning & the Community College*. The book is available through the League for Innovation in the Community Colleges at *www.league.org* or call (480) 705-8200.

Mark Villanueva was assigned to the Los Angeles Air Route Traffic Control Center, Tyson Shakespeare was assigned to the Oakland Air Route Traffic Control Center, Jeremy Dietsch was assigned to the Atlanta Air Route Traffic Control Center, and Lisa Pesiri was assigned to the Camarillo Control Tower.

The students were part of the FAA's Collegiate Training Initiative, a partnership between the FAA and select colleges to serve as a local-recruitment, local-hiring program for air traffic control specialists. Mt. SAC, which signed into the partnership in October 1997, is one of only 13 colleges and universities approved for air traffic control training in the nation.

The FAA has offered positions to more than 90 percent of Mt. SAC's Aviation Science graduates who have met the program requirements.

Santa Monica Review

The fall edition of Santa Monica College's national literary journal featured fiction and nonfiction by both new and established writers.

Among contributors to the newest volume of *Santa Monica Review* is Diane Lefer, a Los Angeles playwright, novelist and short story writer. Publication of Lefer's full-length novella "At the Site Where Vision is Most Perfect" marks a first for the journal, which has featured shorter pieces in past years.

"This issue focuses on longer pieces, and nonfiction," said editor Andrew Tonkovich. "Serious literary writers are producing terrific memoir lately. I'm pleased to show some of the best in our journal."

Founded by writer, English professor and FACCC member Jim Krusoe, *Santa Monica Review* celebrates 13 years of printing experimental, funny and challenging work. The twice-yearly journal is available for sale at $7 a copy at local bookstores. Annual subscriptions are $12 and can be purchased by writing to *Santa Monica Review*, Santa Monica College, 1900 Pico Blvd., Santa Monica, CA, 90405. Writers should submit manuscripts (literary fiction and nonfiction only, no poetry) to Tonkovich with a self-addressed, stamped envelope.

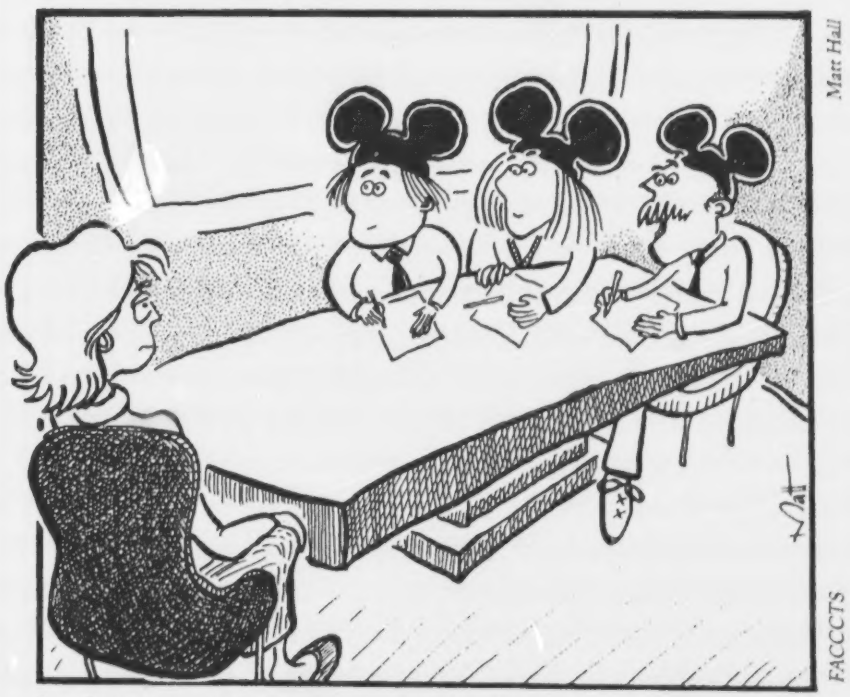
Poverty Trends

In 1970, 1.9 million people were poor in California. By 2000, the number of poor had more than doubled to 4.37 million, according to "Poverty in California," a report from the Public Policy Institute of California.

Although poverty declined in the state during the late 1990s, the longer-term trend is one of rising poverty. Furthermore, some demographic groups face a very high risk of poverty. Most notably, children, African Americans, U.S.-born Hispanics, and residents of the San Joaquin Valley had poverty rates near 20 percent, and foreign-born Hispanics and female-headed households had even higher rates.

Public policies seeking to reduce poverty in the state must be designed to effectively reach high-poverty demographic groups, the report's authors said. Future research at the institute will address these issues.

The report is available free on the institute's Web site, *www.ppic.org*.



"Do corporate sponsorships help or hurt community colleges?"

Answer the Question of the Month at www.faccc.org.

Messages We Send The Nation:

A LOOK AT CALIFORNIA GUBERNATORIAL ELECTIONS

by John F. McFarland

ONE WOULD THINK that California, by the simple exercise of its electoral clout, would determine presidential elections. Yet only once—in 1916, when late returns from the San Joaquin Valley put Woodrow Wilson back in the White House—did the state choose a presidency.

Nonetheless, the state has exercised profound influence on the nation's politics, through its gubernatorial elections. Most recently in 1998, the defeat of Dan Lungren served as a synecdoche for the mortgage the Religious Right held against the national Republican Party. The example of California helped convince Republican leaders to unite behind George W. Bush and return party control to the Wall Street wing.

California voters affected national politics quite differently in 1934. A year earlier the tedious and untalented Frank Merriam had reposed unnoticed in the lieutenant governorship. Then, in one of those events for which theology offers no adequate explanation, Gov. Jim Rolph dropped dead. That moment vaulted the reposing hack

Illustration by Joy Gee

California's geography...

distantly beyond his capacities. Worse yet for the Republicans, the newly incumbentized governor insisted on his party's certification for the election in 1934.

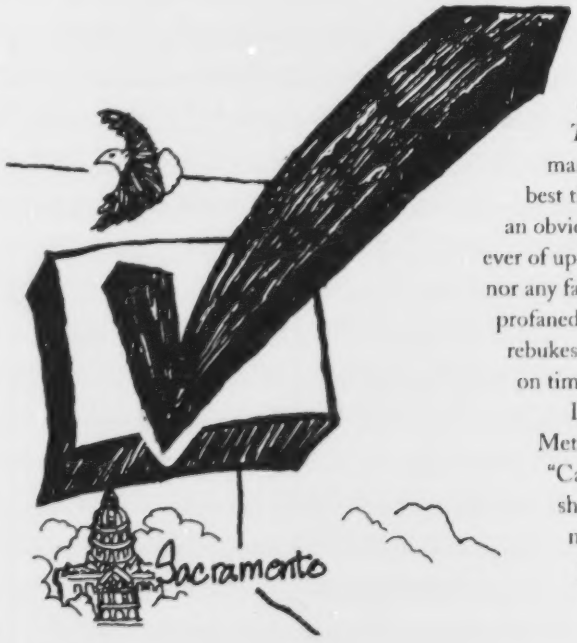
In striking contrast, the Democrats of that year chose a pair of nominees, neither of whom deserved D.H. Lawrence's descriptor, "a roomful of old echoes." Upton Sinclair, previously a Socialist, and Sheridan Downey, muckraker to California agribusiness, were not Frank Merriams.

Now, election metaphysics hold that politicians who wander so far from the precincts of the center shall perish. But the Great Depression had created a terrain without reliable maps. Not every candidate reheated leftover bosh, and daring thinkers sometimes got a fair hearing.

So positive was the hearing for "Uppy and Downey" that registrations in the primaries made theirs the state's largest party for the first time in 70 years, and September polls projected their victory by a 2-1 ratio.

Sinclair generated this allure with his program to "End Poverty in California" (acronymically, EPIC). Had it been legislated, EPIC would have put the state's 20 percent unemployed to work in unused factories and fields, producing goods essentially "for use" (barter) rather than profit.

Understandably, conservatives saw in EPIC a live-ammo test. The energy of their response leads historian Greg Mitchell to categorize the battle they entered "the campaign of the century." One can discount this as wild hyperbole and still acknowledge the import of an election that changed forever later campaigns.



California's geography, 1,200 miles in length, its two urban regions separated by nearly 400 miles, imposed unique imperatives, and campaigns addressed them with technologies only emerging elsewhere. Both the sudden, precocious maturation of media politics and a professionalizing of campaigning laced together a constituency for Frank Merriam.

Direct mailing, for instance, used earlier to hustle crates of oranges and ballot initiatives, was refined by Merriam epistolers. They tailored messages specifically to demographic groups like Catholics, dentists and American Legionnaires. Each envelope carried an apocalyptic warning precisely aimed. Today, with little alteration, direct mailing serves as the principle arrow in the quiver of campaign consultants in district elections.

Billboards reached the mass public, whom they entertained with short quotations from the regrettably prolific pen of Upton Sinclair. In a three-decade career he had jabbed most of society's nerve-endings, devoting entire books to tormenting the churches, schools and justice system, to say nothing of the state's leading industries, oil and movies.

It is hard to estimate the effect of California's 700 newspapers since all but one of them opposed him. But *The Los Angeles Times* deserves special mention. Its manner of election coverage resembled best the techniques of a lawyer defending an obviously guilty client. No notice whatever of upcoming Sinclair rallies or speeches, nor any favorable mention of him at all profaned its pages. However, sulfurous rebukes of him and his program appeared as on time-release, no edition lacking them.

In a similar tone, the film studio Metro-Goldwyn-Mayer produced the "California Election News," a series of short subjects exhibited in theaters as newsreels. They featured bit players pretending to be Sinclairites, badly dressed and praising Lenin in broken English. The more observant movie fans could pick out film star Frankie Darrow in what was presented as a pro-EPIC hobo camp.

Historian Mitchell sees in these faux newsreels the ancestors of ambush TV spots used today. There is reason to question this paternity, however. The billboard campaign had more convincing DNA. And in any event, by October some incensed moviehouse audiences were booing the "California Election News."

Obviously, this was a campaign waged on an unprecedented number of fronts, a multi-ring circus in need of a guy with a whip. In Sacramento, one Clem Whitaker had just set up the nation's first political consultancy, nakedly titled Campaigns, Inc. It was awarded the franchise for Merriam's north-state

imposed unique imperatives...

efforts, and Whitaker, not some political boss, exercised budgetary control over media use and the candidate's itinerary. In the South, an ad agency, Lord and Taylor ("Reach for a Lucky Instead of a Sweet"), performed the same functions, again without having to check in with Republican headquarters. Though often passed over in accounts of 1934, this may have been that election's most important innovation.

Mitchell estimates that Merriam's monetary Goliath spent $10 million on the campaign. Whatever the unknowable bottom line, it would need to be multiplied by 12 to yield 2002 dollars. Yet the David (Sinclair Lewis) who pushed against this mad abundance, hauling as well his radical luggage, won twice the votes of any previous Democrat seeking the governorship, received 45 percent of the ballots cast for the major parties and denied Merriam a majority of the total votes.

In a similar tone, the film studio Metro-Goldwyn-Mayer produced the "California Election News"...Historian Mitchell sees in these faux newsreels the ancestors of ambush TV spots used today.

The election of 1966 in some ways reversed the results of 1934. This time it was not a novelist but a movie actor, at that a "losing lead" (the one who doesn't get the girl), challenging an experienced—indeed a highly competent—leadership. Once more the challenger was an off-center ideologue, as Right as Sinclair had been Left, a shoulder-patch Goldwaterite in fact.

Ronald Reagan could even sound like a member of the John Birch Society, among whom a test of orthodoxy was the belief that President Dwight D. Eisenhower had been a knowing agent of communism. Moreover, the two-term governor Reagan challenged, Pat Brown, will stand with Hiram Johnson and Earl Warren as the state's greatest.

But Brown was victim to what H.L. Mencken would have called "inconvenient and blushful facts." They were two: the Watts Riots of 1965 and the ongoing student unrest at UC Berkeley. Watts broke out while Brown was in Italy and neither his dilatory return nor the discharges of blame he traded with Los Angeles' racist police chief spoke of forceful leadership. And, whatever ethical capital the students had amassed in defending their constitutional rights with the Free Speech Movement was spent away in their Filthy Speech Movement and messy occupations of campus offices. Again, Brown was seen as a coddler, not the stern constable the public wanted.

As a Goldwaterite, Reagan had taken some dwarf-hearted stands—against the Civil Rights Act of 1964 and the Voting Rights Act of 1965, for instance. Brown had hoped to identify Reagan with such views but the real Kryptonite lay in his proximity to the John Birch Society.

Reagan, however, agilely disavowed the Birch convulsionaries and, as for his support of Barry Goldwater, the Arizona senator had confined his attacks to *federal* programs. Where similar programs existed in California, Reagan stood mute. Had his platform promised, for instance, to lay the axe to the state highway system, the Master Plan for Higher Education or the Central Valley Project—all trophies Brown had claim to—his planks would have built him a scaffold.

Reagan directed most of his weapons-grade rhetoric elsewhere, to capture the new law-and-order sentiment of the voters and indict Brown for his failures there. Thus, a significant page is missing from the accounts of 1966 written by Reagan hagiographers, a page that describes not the electorate embracing conservatism but Reagan occupying the center.

Two men, Stu Spencer and Bill Rogers, younger generation students of Clem Whitaker, managed this choreography. Themselves centrist Republicans, they had run Nelson Rockefeller's 1964 primary campaign in California, moving

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Books Consulted For This Column:

The Campaign of the Century: Upton Sinclair's Race for Governor of California and the Birth of Media Politics, by Greg Mitchell (Random House, 1992)

The Right Moment: Ronald Reagan's First Victory and the Decisive Turning Point in American Politics, by Matthew Dallek (Free Press, 2000)

Rocky, who began 30 points behind Barry Goldwater, to a mere three-point loss.

And Reagan listened to them. (One of the greatest difficulties historians have is estimating the degree to which his accomplishments are the work of others. Matthew Dallek, the best historian of the 1966 election, refers to "Reagan's handlers" and Brown's "advisors." But if Reagan's ambition could run in harness, Brown (like Al Gore of recent memory) could ignore good advice. Fatally, he refused to take Reagan seriously. Government, he felt, should be left to those who had made a career in it. When it came to Reagan—well, Brown reminded some grade-schoolers that Lincoln's assassin was an actor. Reagan played a skillful hand against this *hauteur,* suggesting that when professional politi-cians lost touch with the public mood, Mr. Smith should go to Sacramento. Amateurism could be a virtue.

And the amateur won, by something short of a million votes, the same margins that Brown had achieved in 1958 and Lyndon B. Johnson when he carried California in 1964.

Now that state spread the germ of the future. "Breadbasket liberalism," once an oasis, would fade to a mirage. With Reagan began a quarter-century of Republican austerity. The community colleges, more exclusively now the clients of the Democrats, could count on a full budget from the Legislature but one sweated down several sizes by the governor's blue pencil. That this policy would continue when a Democrat finally re-won the post is one of the many reasons why the gubernatorial elections now facing us will be of interest.

The community colleges, more exclusively now the clients of the Democrats, could count on a full budget from the Legislature but one sweated down several sizes by the governor's blue pencil.

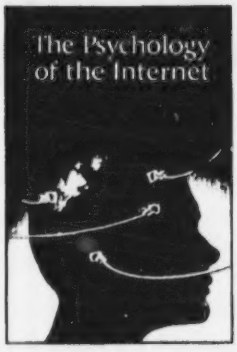
We may doubt the national importance of the upcoming bout, but should remember Gray Davis' transcending dream, the launching power of Sacramento for those seeking a Washington residence. Reagan and Bush both did better in their second gubernatorials than in their first; Davis will at best just scrape by.

Should former L.A. mayor Richard Riordan win, of course, he will be seen as a pretender to the White House in 2008. But there is a barrier rarely mentioned in his path. No candidate in the last century moved directly from a mayoralty to governorship, in New York or in California. Just ask Warren Christopher and Tom Bradley.

John F. McFarland taught history at Sierra College in Rocklin for 32 years and has written for FACCC publications since 1972. A former FACCC president, he was a 1995 recipient of the Hayward Award for Excellence in Education.

To comment, write a letter to the editor. See guidelines on p. 9.

Making Sense of the Internet Generation



The Psychology of the Internet
by Patricia Wallace
Cambridge University Press, 1999
Hardcover, 264 pages, $26

Buy this book from the online FACCC Book Service at www.faccc.org.

Reviewed by Marion G. Heyn,
Los Angeles Valley College

"They are not like us!" I've listened to senior colleagues lamenting the drastic change in students since I started teaching 12 years ago.

My own classroom experiences often included mismatches between what I expected and what students actually did. I have been looking for help in understanding the gaps my colleagues and I sense between us and those young people who take our classes. Patricia Wallace's *The Psychology of the Internet* seemed a promising source of enlightenment.

We got off to a bad start, the book and I: On page one, Wallace reports at some length on the "Internet Chat with Koko the Gorilla." The matter-of-fact way the author referred to Koko's views about life and her moodiness had me wondering about Wallace's critical stance. Surely a book with 211 footnotes would be more scholarly than casual. Surely this author would provide some critical analysis of her findings.

What I found throughout the book was a curious confusion between the scholarly and the " 'Net chatty." Sentences frequently had their formal tone jarred by slang terms. Psychological jargon such as "impression management theory" rubs shoulders with "nick" (short for nickname) and "tweaks" (changes?). Perhaps I am simply reading too much like a doctoral candidate, yet this book seems a curious mix of styles and focus.

In chapter one, Wallace states that she intends to examine the Internet because "...the environment in which humans are behaving can and does affect the way they behave." How she conducted her examination is never mentioned, alas. Much of the text reads like mere summarization of research conducted by others. Curiously, some important work, namely Sherry Turkle's studies of new media and their effects on personality, are not even mentioned. Here and there one finds evidence that Wallace conducted observations herself, but we are never clear where, when and to what extent she did first-hand research. Her reports are brief and very general, leaving this reader often wondering how many people were involved, what the circumstances were, and whether these findings apply to the general population.

Still the book does have useful information for educators. Chapters four and five address group interactions. These could offer ideas for instructors attempting to create online learning communities. Wallace's concluding chapter offers good arguments for teaching a critical approach to the Internet, which, in Wallace's words, "...is far more than a public library on a desktop...." She rightly suggests that we need to catch up with young people when it comes to the Internet. We need to teach them how to evaluate their "'Net surfing."

We need to teach students how to evaluate their " 'Net surfing."

As far as learning more about those young people who are so 'Net savvy, I have found more insight into their personalities in Sherry Turkle's *Life on the Screen: Identity in the Age of the Internet* (Touchstone/Simon & Schuster, 1995) and in J. C. Herz's *Joystick Nation: How Videogames Ate Our Quarters, Won our Hearts, and Rewired Our Minds* (Little, Brown, 1997).

The best insight, though, is on the 'Net itself. It's not always the most pleasant experience, but it does give us an idea of what many of our students have been doing and gives us a starting point for figuring out what is worthwhile.

Marion G. Heyn has taught English at Los Angeles Valley College for seven years and has been a FACCC member since 1996. She has been an online doctoral student with Capella University since July.

The 65th Statewide FACCC Conference

Key Invited Speakers*

- Cecil Murray
- John McWhorter, Author of "Losing the Race"
- David Noble: Author of "Digital Diploma Mills"
- Luis Valdez
- Norton Grubb
- Aida Hurtado, author of "The Color of Privelege"
- Naomi Zack, author of "Thinking About Race"
- And, too early to announce: a former Democratic presidential candidate

Key events*

- Panel Discussion on Diversity, Affirmative Action, Race issues. "Magic Bullets or Shell Games?"
- Discount tickets to Disneyland and Angels games – group discounts.
- Panel Discussion: "Community Colleges: Real or Mickey Mouse?" Is there a Magic to UC? Are we dumbing down the college education? Where is articulation?
- Political Panel – Campaign experts will discuss the gubernatorial campaign and election.
- Legislator Panel – Democratic and Republican legislators discuss the issues and the campaigns.
- Friday evening – awards reception and special performance by a noted illusionist.

* All Events, Speakers, etc. subject to change

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A workshop that will help you become a better teacher in the classroom! Join us for this exciting and popular annual workshop. This workshop features excellent presenters in a highly interactive setting, and will include experts on both technology and online education and in "face-to-face" classroom techniques.

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Faculty who work and teach outside of the traditional classroom have a wide range of issues that are identical to those of traditional classroom instructors, but many of which are specific to their areas. Counselors, librarians, certificated student health services and others in special programs are directly affected by legislation such as the 50 percent law and the 75:25 ratios. They also are dependent on special sources of funding, either federal or state. . .or both.
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April 19, 2002 - Riverside
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Tips and experiences on student cheating, plagiarism, curricular integrity, and Internet abuses.

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The legislative process, how to advocate educational issues, and the ins and outs of local and statewide politics.

Making Headlines: Getting Faculty Issues into the News
The best ways to contact the media from the experts – reporters, editors and college public information officers.

Show Me the Money
Learn how to read and evaluate organizational and agency budgets.

"Getting Real" with Diversity
A unique video-assisted presentation on analyzing diverse students' communication styles and attitudes.

Plan your Retirement
Learn how to maximize your retirement through CalSTRS, and get a glimpse of how you can be more effective in supplementing CalSTRS benefits.

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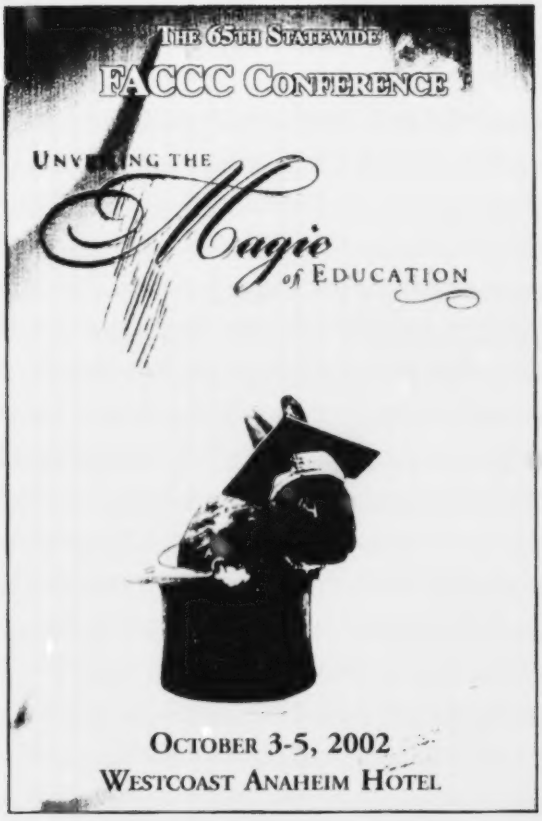
An excellent workshop for faculty, whether they work with difficult colleagues in shared governance, difficult students, or other challenging relationships outside the college arena.

Humor in Facilitation
Stay productive by keeping them laughing. Smooth out the speed bumps in any meeting with the use of humor and interpersonal skills.



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- Part-time Faculty $249.00
- Part-time FACCC Members $199.00

- Single Day Registration – Thursday $99.00
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  $50 (full conference only)
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The minimum fee for full conference under any circumstances is $199 for the full conference.

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Please call FACCC at (916) 447-8555
for more registration information.
See www.faccc.org for a conference registration form.

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- Part-Time Issues: New Money Calculations
- Making Headlines: Getting Faculty Issues into the News
- Dealing With Difficult People
- Show Us the Money #1: Smoke and Mirrors
- Show Us the Money #2: Fiscal Sleight-of-Hand
- Campus Leaders: Old and New
- Technical training by Adobe, Macromedia, Apple and others
- Satellite Campuses: Standards, Governance, other issues.
- E-Packs presentation: prepackaged online courses - the magic bullet?
- "Fish" Training (Seattle fish market study)
- "Rhythm and Hues" – Disney collaborations – special effects
- Accreditation Change Proposals
- Online Student Services – "The Face of the Campus Online"
- Information Competency – CVC and the Chancellor's Office
- To PAC or Not to PAC – How do local Political Action Committees work, and how can faculty influence local elections and bond measures?
- Election Analysis – Role-playing exercise
- Issues in Occupational Education
- Making Faculty a Political Force
- Magic in Experiential Learning
- Optional Retirement Plans
- Beyond CalSTRS: Retirement Planning
- Compressed Calendar Issues
- The Magic of Compound Interest
- Getting Real with Diversity
- Post-Panel Breakout on Diversity and Affirmative Action.
- Off-the-shelf Online Courses – a survey
- Good Classroom Practices and the Internet –
- Innovative Teaching and Learning
- Keeping Enthusiasm and Humor in the Classroom
- Part-time seniority and rehire rights
- Brock Klein's "Block Programs" for Interdisciplinary Courses.

❖ ALL EVENTS, SPEAKERS, ETC. SUBJECT TO CHANGE

MISSIONS: POSSIBLE

The 108 California Community Colleges are an integral part of every community in the state. They serve 2.5 million students and represent the largest system of higher education in the world.

Whether students' goals are to pursue lifelong learning, transfer to a four-year university, acquire new job skills or learn a trade, community colleges can help fulfill those dreams.

The following articles and commentaries offer a glimpse at some of the ways our colleges' multiple missions serve the state.

—FACCC Communications Committee

MISSIONS OF THE CALIFORNIA COMMUNITY COLLEGES

By law the California Community Colleges shall admit any California resident and may admit anyone who is over 18 years of age and who is capable of profiting from the instruction offered. The colleges may also admit any nonresident, possessing a high school diploma or the equivalent thereof.

Primary missions of the colleges are to offer academic and vocational education at the lower division level for both younger and older students, including those persons returning to school.

Another primary mission is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

Essential and important functions of the colleges include: remedial instruction for those in need of it and in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level.

Community Services is designated as an authorized function. To the extent funding is provided the colleges may conduct institutional research concerning student learning and retention as is needed to facilitate their educational missions.

The Board of Governors shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state.

—From the Chancellor's Office, www.cccco.edu

"You Say You Want a Revolution..."

"Assembly Bill 1725 did not simply reform, it revolutionized the college system," wrote longtime faculty activist Cy Gulassa in his commentary "AB 1725 and Other War Stories" (September 2001 *FACCCTS*). The legislation eloquently defined the challenges facing California and detailed how the community colleges play a major role in meeting those challenges.

The following are excerpts from AB 1725, signed by Gov. George Deukmejian on Sept. 19, 1988.

- The provision of quality transfer education is a primary mission of the community colleges...
- Vocational and technical education is a primary mission of the California Community Colleges...
- The provision of remedial education is an essential and important mission of the community colleges...
- The provision of English as a second language is an essential and important mission of the community colleges...
- Programs in noncredit adult education, including adult literacy and citizenship programs conducted in the California Community Colleges are important and essential functions of that system...

The California Community Colleges face an unprecedented challenge in the coming two decades, as California undergoes a major demographic, social, and economic transformation. The community colleges are at the center of this change, and the state's future as a healthy and free, diverse, and creative society depends in major part upon the commitments expressed through and in the community colleges...

The community colleges...are the route to higher education for the majority of our people, provide access to language and citizenship for tens of thousands of immigrants annually, retrain workers in an economy changing more rapidly than any in history, and are the last hope for older citizens seeking skills and involvement in their communities...

The community colleges embody an historic commitment to provide an opportunity for college instruction for all Californians capable of benefiting from instruction... The community colleges have been notable because they are local and accessible, diverse in their responsiveness to local needs, and yet have maintained standards capable of placing students in any of the state's universities or in any of the state's industries...

The state's population will grow by 22 percent between 1986 and 2000, from 27 million to roughly 33 million; **by the turn of the century, California will have a cultural and ethnic pluralism unknown elsewhere in the mainland United States...** These communities of Californians will turn increasingly to the community colleges for language training, job reskilling, technical education, or the liberal arts.

By the turn of the century, increasingly more working men and women will come to the community colleges to acquire job skills and retraining...

The Legislature is committed to an alternative vision in which California remains a place of opportunity and hope—where innovation and creativity mark our economy and our culture, and where the minds and spirits of all our communities contribute to our common future. **The community colleges will be at the heart of whatever effort we make to insure that the future is equitable and open,** that California's economy remains healthy and growing, and that both rural towns and rapidly expanding urban centers have educational resources close at hand...

The community colleges—once envisaged as "junior colleges" devoted primarily to providing middle-class youth with a local option to the lower-division years of college—will be called upon for the tasks of retraining workers, teaching English to those recently among us, providing skills and opportunities for the elderly, providing a second chance to those who were failed by our secondary schools, and still providing lower division transfer education of quality and integrity for all who want it...

The majority of people in California welcome this new epoch as a challenge of unprecedented opportunity. The Legislature shares this view, and expresses the intent that sufficient funding and resources of this state be provided to forge into a new range of educational engagements for our people...

See "Legislation" at www.faccc.org for the complete text.

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Collegewide Theme Inspires Communication, Cohesion

by Lynn Pierce, MiraCosta College

For a long time, MiraCosta College's Vice President of Instruction Julie Hatoff wanted to institute a collegewide theme. But her efforts were stymied because no one could agree on what the theme might be.

The solution came from the college's Phi Theta Kappa students, who always gear their projects and activities around a theme provided by the honor society's national leaders. Three years ago, the students invited the MiraCosta College community to join them.

"It creates a frame around the many disparate activities we're doing," Hatoff said. "It creates a dialogue among students who would otherwise be strangers. Likewise with faculty across disciplines."

> ***"When people are on the same wavelength, they find more ways to communicate with one another and learn from one another."***
> **—Gloria Floren**

The first theme, "Past as Prologue," coincided with anticipation of the new millennium. The second theme focused on a topic appropriate to the college's coastal location: "In the Midst of Water: Origin and Destiny of Life."

This year's theme is "Customs, Traditions, and Celebrations: The Human Drive for Community." Materials provided by the national Phi Theta Kappa office detail theme-related issues, Web sites, books, films and more.

But it seems no one at MiraCosta is short on ideas for how to hone into the theme.

This year, the theme has not only been incorporated into classroom projects and discussions, but it is also the basis for a film series, professional development activities and guest lectures. Art students have created murals around the theme. Entries to the college literary journal revolve around the theme. The annual dance concert reflects the theme.

"When people are on the same wavelength, they find more ways to communicate with one another and learn from one another," said English instructor and FACCC member Gloria Floren, who also serves as co-editor of the literary journal. "Having a common idea is one way to overcome the problem of isolation in a fractured community. It helps cross over barriers and serve as an inspiration for faculty and for the community to create new ideas and conversations."

Theme-based assignments and activities have certainly meant new ideas and conversations for Summer Moore. As part of her Spanish class activities, she participated in an event at MiraCosta called International Conversation Cafe in which students and community members come together to enjoy a free lunch and practice speaking foreign languages. And as an honors sociology student, she went on an assignment that took her into the community to observe human interaction. In the cafe, she felt she learned more about the area's Hispanic culture. In her observations assignment, she said she learned how she herself wanted to interact—and that she wanted to be more a part of the community.

"The theme gives us something to tie everything into, as a school," Moore said. "It gives meaning to what you're working on. You have a focal point."

Hatoff said that the use of themes is often limited to small, liberal arts schools, not colleges with 10,000 students like MiraCosta—a large, diverse school that hosts students of all ages, all schedules, and all academic goals. And yet it is the larger schools that can probably benefit most from having a collegewide theme because of its unifying effect.

"It takes time for people to buy in, to embrace anything new," said sociology instructor Karen Baum, who as part of a group called Faculty Forum helped promote the theme idea. "Now that involvement with the theme is increasing at MiraCosta, people find themselves traveling new and different paths to learning."

Lynn Pierce is public information coordinator at MiraCosta College in Oceanside, where she has worked for 13 years.

To comment, write a letter to the *FACCCTS* editor. See guidelines on p. 9.

On Being Educated

by Rose LaMont, Modesto Junior College

One of my colleagues, now retired, often talked to me about his ideas of education. He sometimes expressed dismay that students were less interested in being educated than in earning points and fulfilling requirements.

Sadly, I have to admit that at the time I saw purely intellectual pursuits as an unrealistic "ivory tower" dream. As a re-entry student in my 30s with family and work obligations, I chose to complete a course of study that would allow me to pursue a career and have an income to support my family and send my children to college. This was what being educated meant for me. So I was not very sympathetic to my colleague's sense of loss in his students because I saw them as pursuing the same pragmatic course that I had chosen.

I soon realized that the process of education had changed me. The hours spent solving problems, reading, speaking and writing had exercised my brain cells, opened my mind and transformed my world view. I realized this as the most important part of my education. The desire for this transforming process is what my colleague wanted to see in his students. He mourned this driving force.

I soon realized that the process of education had changed me.

So what does it mean to be educated and how do I motivate my students in this process? Two books I have read recently speak to this issue.

The first is ***A Beautiful Mind*** by Sylvia Nasar (Simon and Schuster, 1998). This is the biography of John Nash, one of the mathematical geniuses of the 20th century. In the late 1940s Nash began his graduate studies in mathematics at Princeton, a world center of study for mathematics, in particular, as well as physics with people like Albert Einstein, Robert Oppenheimer, and John Von Neumann on the faculty. The graduate faculty sought to create an atmosphere of conversation, collaboration and study to promote creativity, exploration and problem solving. Course requirements were minimal.

Completing graduate studies at an Ivy League university fits my stereotype of being educated, but doesn't fit my reality of being a professor in a community college. So my quest continues: what does it mean to be educated? Is there more to it than that?

The second book that speaks to being educated is ***A Lesson Before Dying*** by Ernest J. Gaines (Vintage Books, 1994). This book takes place on a rural Louisiana sugar plantation, far from the intellectual elite of the Ivy League. The story centers around an uneducated black man sentenced to death for a murder he didn't commit and a teacher, an educated black man from the same community. The young teacher is given the task of teaching the condemned man a sense of dignity and manhood.

A conversation between the community's minister and the school teacher is the point of interest in this discussion. In a moment of confrontation the minister says to the young teacher, "You think you educated, but you not…. They sent you to school to relieve pain…. And that's the difference between me and you, boy; that make me the educated one and you the gump. I know my people. I know what they gone through…hoping that one they all love and trust can come back and help relieve the pain."

This passage caught my attention because I had not considered education or being educated in this context of knowing your "people," of knowing their hopes and dreams and fears. Maybe this is a more important perspective for us as educators in the community colleges. Maybe this idea of community and knowing each other is a key that will help us unlock the door. Maybe this can restore what my former colleague saw as lost.

Rose LaMont has been teaching economics at Modesto Junior College since 1992, has been involved with developing the college's Virtual Classroom, and teaches at least one online course in economics each semester. A FACCC member since 1994, she completed her master's degree in applied economics at the University of California, Santa Cruz. She has four children; two are college graduates and two attend UC Santa Cruz.

Santa Monica College Goes to High Schools

by Bruce Smith, Santa Monica College

High school students have long been taking college-level courses. But Santa Monica College has pioneered a program in which high school students are taking college courses on their campuses—ranging from astronomy to interior design—that is broader and deeper than traditional Advanced Placement or concurrent enrollment programs.

Inaugurated in spring 1998, the after-school program has grown from 676 students at 17 campuses to nearly 1,200 students at 22 high schools throughout the Los Angeles basin—ranging from the affluent suburbs to the inner city. The "dual enrollment" program is winning high marks and is copied by other community colleges in California.

"The program is fantastic," said Virginia Preciado, principal of Jefferson High School in South-Central L.A. "We wanted to have classes that were of interest to our kids and something that wasn't just our routine academic courses."

The program is unusual in that students are taught by Santa Monica College professors at their high schools—not at the college. It is also unique in offering a broad range of classes that would not otherwise be available at high schools including business, administration of justice, entertainment technology, dance, speech and scriptwriting.

Students earn both high school and college credit and pay no enrollment fees, though in most cases they have to cover the costs of textbooks and supplies. (The college receives state funds for the program based on enrollment of full-time equivalent students).

The program was designed not only to offer college credit but also to reach students who would not necessarily be in Advanced Placement courses. And it has encouraged a whole group of students to seek a higher education—many at Santa Monica College—who would otherwise not have considered it, said John Gonzalez, the college's dean of academic affairs and head of the program. Indeed, the majority of the students come from low-income and historically disadvantaged, minority backgrounds.

"It's good for the kids and it's good for our department's soul because we're making a difference," said Merle Arnold, chairman of Santa Monica College's physical science department and a FACCC member since 1981.

The program is not for everyone—students or college instructors. Some professors find the challenges of teaching high school students overwhelming, particularly in inner-city schools. But many have discovered great rewards.

"The students really appreciate me being there," said Roy Belosic, an adjunct business professor with 3. years of college teaching experience who taught his first class at Hamilton High School in Los Angeles last fall.

"They're smarter than I thought they'd be and in some ways they challenge me more than my college students," he said.

Belosic said he hasn't "dumbed down" his introductory business class for his Hamilton students, though he has tailored it to the interests of a younger group.

Tony Beauvy is an art instructor who has taught at Manual Arts and Los Angeles high schools—campuses with predominantly low-income Latino students—since the dual enrollment program's inception. He also teaches at UCLA.

"My original intention was to give back to the community," he said. "But the rewards are great when so many of my students get As and go on to college."

Beauvy said that as a rule his high school students work harder than his UCLA students, completing 100 pages of drawings in a sketchbook in a semester.

He also views himself as a counselor, encouraging his students to go on to college (many have gone to Santa Monica College and some even to Ivy League schools) and even help them with personal problems. It's not unusual for him to call students' homes to find out why they haven't shown up for class.

The program is not without difficulties. The professors sometimes get frustrated with logistical problems, such as being locked out of a classroom or not getting word when the campus is closed for in-service training.

Some are overwhelmed by the poverty and crime in some of the high schools' neighborhoods.

But the successes have spoken loudly—so much so that a number of community colleges throughout the nation have adopted similar programs, including East Los Angeles College and Los Angeles Pierce College.

"It's the right thing to do," Gonzalez said.

For information on starting a similar program at your college, contact John Gonzalez at (310) 434-4421.

Bruce Smith is public information officer for Santa Monica College. He has written for publications including The Los Angeles Times.

Mesa Leads In Teacher Recruitment

by John Nunes, San Diego Mesa College

San Diego Mesa College along with all of higher education continues to mobilize nationwide to battle the state and national teacher shortages.

Meanwhile, the statistics remain startling. California will need a staggering 260,000 additional teachers—minimum—by 2008. Nationally, the Department of Education reports schools across the U.S. will need an estimated 2.2 million teachers this decade. The teacher shortage is particularly severe in math and the sciences.

Mesa College, in its second year of a three-year, $350,000 Teacher Recruitment and Reading Development Grant, has been in the forefront of teacher recruitment since 1997. Some 30 other California Community Colleges received a similar grant from the state Chancellor's Office.

The college organized a consortium of educational institutions to discuss ways to meet this need. The consortium includes several San Diego Unified School District elementary and secondary schools, San Diego State University and California State University San Marcos. Mesa students provide literacy tutoring and observe classroom instruction at the grade schools.

Professor Lon Underwood was the leading force in creating Mesa's teacher education program. In 1997, Underwood worked with Professor Pam Chapman, then chairwoman of the Mesa Academic Senate curriculum committee, and members of the administration to design and implement the program, which began in summer 1998.

"We had no problem recruiting faculty to be a part of the program," Underwood said. "Our faculty was enthusiastic."

For the next three years, Underwood spent considerable time as a teacher within the program, a consultant to faculty and administrators new to the program, and a promoter of teacher education, making presentations at conferences and other colleges. Quickly, Mesa's program became a statewide model.

"Lon Underwood infected us all with his vision and tenacity," said FACCC member and Mesa College President Constance Carroll.

Underwood is also webmaster of Mesa's teacher education Web site: *www.sandiegomesacollege.net/~lon.TchEd.*

"This program breaks new ground on two fronts," said FACCC member and Professor Carl Strona, immediate past president of Mesa's Academic Senate. "It is truly a collaborative and coordinated effort by a community college and state universities. Secondly, and perhaps more importantly, the program will expose prospective teachers to supervised, real-life classroom teaching experiences at the start of their college education instead of the very end. This will help the beginning student decide if the profession is truly for them as well as focus and make more meaningful all of their subsequent studies."

Meanwhile, Math Professors Phyllis Meckstroth and Michael Reese are advising the Future Teachers Association, a student club established to complement Mesa's teacher recruitment courses.

The Teacher Recruitment and Reading Development Grant has made it possible for Mesa to tackle the teacher shortage in many ways. Since the grant was received:

- Articulation agreements have been established for certain teacher education courses with San Diego State University, CSU San Marcos and Alliant International University (formerly United States International University)
- An articulation agreement with UC San Diego is expected to be implemented this spring.
- Under a $242,000 grant from the National Endowment for the Humanities and the Community College Humanities Association, Mesa will mentor 14 other community colleges throughout the nation that plan to establish teacher education programs. The mentoring program began in February. Mesa was one of only five colleges nationwide that were designated as mentor institutions.
- A service-learning course was under curriculum review, but could be available to students as soon as this spring.
- The list of general education-blended courses continues to grow. As of last fall, a teaching emphasis is taught in more than a dozen courses, including English, math, music, physical education, speech and biology.
- A full-time administrator has been hired to oversee the program.
- At the 2001 Community College League of California conference, the teacher education program was the recipient of the "Creating the Future Award."

Through it all, the Mesa College faculty and administrators spearheading teacher recruitment and development have reported enthusiastic responses from throughout the San Diego education community. Many have joined the effort—from kindergarten teachers to college professors.

John Nunes is public information officer for San Diego Mesa College. He is also 2nd vice president of the California Community Colleges Public Relations Organization.

Colleges Are State's Largest Workforce Providers

by Assemblywoman Gloria Negrete McLeod

The state is facing a fiscal crisis that will require across-the-board reductions in governmental spending at both the state and local levels and will necessitate prioritized spending. These priorities must be focused to help the economy rebound while at the same time protecting the health and safety of Californians as well as the long-term future of the state.

We must also maintain the state's investment in the California Community Colleges system. The colleges train California's workers. They serve the well-established occupations such as administration of justice, nursing, medical assisting, dental hygiene, automotive technology, culinary arts and hospitality management, as well as the needs of the "new economy." The community colleges offer many programs that provide levels of training from basic skills development for entry-level jobs, to preparation for higher-skilled jobs, and matriculation to four-year schools.

Chaffey College provides $275 million in annual earnings—comparable to about 7,600 jobs—to the Inland Empire's economy.

Our local community college, Chaffey College in Rancho Cucamonga, awarded 1,723 degrees and certificates in the year 2000, according to the latest figures from its marketing office. Of that number, 657 students successfully transferred to the California State University or the University of California—a figure that does not reflect transfers to out-of-state or private colleges and universities.

The largest industries in the Inland Empire are healthcare, warehousing and distributing, airline and service industries: hotels, resorts and restaurants. Chaffey College offers excellent academic and vocational programs that prepare students for gainful and productive employment in these fields. Moreover, Chaffey maintains excellent relationships with local business leaders enabling students to enter jobs upon graduation.

Historically, the importance of community colleges is pivotal during economic downturns as the unemployed worker is faced with the need to secure new skills and retraining. However, during the previous two economic slumps—the early 1980s and the early 1990s—funding reductions imposed on the community colleges forced the system to reduce annual statewide enrollment by 180,000 students. When California should have been investing in its largest workforce provider and tapping it to train, or retrain, the vast numbers of unemployed, instead it reduced the capacity of the community colleges to fulfill its role.

It is important to recognize that the California Community Colleges are an excellent investment for the state and community as well as for the individual student. Students enjoy a return of 20 percent on their investment of both time and money. Taxpayers see a return of 15 percent on their investment in the community college and fully recover their investment in about 7.4 years. By any standard, these are excellent returns.

In the region, Chaffey College provides $275 million in annual earnings—comparable to about 7,600 jobs—to the Inland Empire's economy. The entire state benefits from improved health as well as reduced welfare, unemployment and crime, saving the public some $1.4 million each and every year.

As we work our way through this current fiscal crisis, it's important to keep our thoughts on the future and remember that "Tidal Wave II"—the influx of an additional 500,000 students—is projected to hit the California Community Colleges in 2005. The state must not compromise the vocational and educational opportunities of that new generation of Californians—our future.

Because the community colleges system serves the needs of students, it simultaneously serves the needs of California employers for a highly-skilled and diversified workforce. The administration and the Legislature must clearly recognize the need to place and maintain the community colleges on an investment priority commensurate with that of the UC, CSU and K-12. During this current fiscal crisis, California must maintain its investment in the future and in the California Community Colleges.

Assemblywoman Gloria Negrete McLeod (D-Chino) represents the 61st District, which covers parts of Los Angeles and San Bernardino counties and includes the cities of Chino, Chino Hills, Montclair, Ontario, Pomona and Rancho Cucamonga. She serves on the Assembly's Higher Education Committee. McLeod and Assemblyman Jerome Horton (D-Inglewood) shared FACCC's 2001 Legislator of the Year award.

The 21st Century Plantation: A New Name For The Same Old Game?

by Patricia G. Siever, Los Angeles Pierce College

One wonders if governance in the California Community Colleges is the current "white man's burden?" Or is governance a "new" plantation upon which diversity struggles to be seen and heard?

In Washington, D.C. last year, I proudly told members of the Senate and House of Representatives that the community colleges are the Ellis Island of higher education. Last year, I spoke to more than 6,000 people about the greatness of the community colleges, but some have commented that the California Community Colleges system feels like a modern plantation upon which its diverse employee and student population merely reside. I pondered this and wonder if governance is really a new name for the same old game—*de facto* segregation and discrimination?

After being on the California Community Colleges Board of Governors for almost five years, I have heard many system and organizational leaders use the terms *governance* and *diversity* a multitude of times and in a variety of situations. But, in our system, are the terms governance and diversity in conflict with one another? The intent of community college reform legislation Assembly Bill 1725 was to ensure that those who are impacted by the decision-making process be actively and meaningfully involved in both the embryonic and implementation stages. Is this intent being relegated to a slick form of *de facto* segregation and discrimination? The reality is that when one looks at the local and statewide organizations and governance structure, the elements of diversity appear to be sparse and in some cases non-existent. Now, I know some say, "Well, we have one or two of this group...." But is that truly diversity or just window dressing? It is a fact that we are hiring and electing those like ourselves.

And, who are we? Well, more than 70 percent of our part-time and full-time ranks are white. So, who is sharing governance with whom? Are we really surprised to see, basically, the same power structure that existed prior to AB 1725?

The reality is that when one looks at the local and statewide organizations and governance structure, the elements of diversity appear to be sparse and in some cases non-existent.

Both the administration and the classified staff have a higher percentage of diversity among their ranks than faculty. So, before we, as faculty members, complain that the administration treats us as second-class citizens, we should take a good look at ourselves and our relationship to the classified employees and those people of the historically underrepresented groups. It is imperative that we, and only we, get our own house in order. On many college campuses these aforementioned groups are spoken about and spoken for, but their own voices appear to be seldom heard or taken seriously, and in some instances, the voices are completely absent.

As a dedicated faculty advocate and an active player in the formation and implementation of AB 1725, I do not want to see such a powerful California Community Colleges reform effort become a legitimate shelter, breeding place or haven for the "old boys club"—disguised under the term "governance."

For our students' sake, we must face up to the challenge of making sure that our ranks reflect California's population. The only way that we will be able to do this is to commit to hiring qualified diverse candidates, develop pipelines, and actively encourage and mentor those who have been historically underrepresented within our ranks.

In this new century, there is a "new diverse" majority. We cannot stem the tide. We must be the force that promotes, acknowledges and embraces the tide. This is our accountability challenge. We will be held accountable for our system and how it addresses the needs of California and its population.

After all, we are in the glorious position of shaping tomorrow's world—but that world will not wait for us!

Patricia G. Siever is former vice president of the California Community Colleges Board of Governors and a professor of history at Los Angeles Pierce College.

Preparing Faculty for Psychologically Disabled Students

by **Robert M. Itatani,** Rio Hondo College

The voices are loud today. Bill did not take his medication. He did not shave nor did he comb his hair, but he has made it to class. As he sits down, he hears the voices again. His instructor had noticed him talking to himself in class before and other students avoid him. Bill begins talking to himself quietly. His classmates look at him. What will his instructor do?

In another classroom down the hall, Sue nervously sits in her chair. Fear is a terrible emotion to bring to class. It is not there all the time, but every now and then, it comes like a tidal wave. There is no reason for it; it just comes. She feels her heart pounding and a tingling sensation all over. Her hands are sweating. It's hard to breathe. Her instructor is talking about an important concept but Sue does not hear. She tries to calm down but she can't. She leaves in the middle of the lecture. Will her instructor say anything to her?

We encourage faculty to contact our office if they have any problems with students who behave in an unusual manner.

Are you prepared to deal with these students?

Bill and Sue are composites of real cases. At Rio Hondo College, educating faculty members about students with disabilities begins early in their career. New faculty members attend an orientation sponsored by our Human Resources office, and receive guidelines for Disabled Students Programs and Services. The Rio Hondo College compliance officer presents information on the Americans with Disabilities Act. The DSPS staff has held programs during flex day and the director has attended department meetings to explain the procedures for securing reasonable accommodations for students' disabilities.

The Psychologically Disabled Students program helps these students succeed in their educational pursuits. But to do this, we must create a partnership with the faculty. Part of our goal is to talk to faculty about depression, panic attacks, psychotic disorders, mood disorders and to help them develop strategies for dealing with such problems in the classroom. We have presented workshops for faculty on handling disruptive students and psychological problems, and distributed pamphlets on how to cope with different situations. We consult with faculty members regarding individual students and encourage them to contact our office if they have any problems with students who behave in an unusual manner.

Students who have psychological problems and who apply for services through DSPS must first have their disability verified by their doctor. Depending on their disability and how it affects their functioning, services such as registration assistance, tutoring, extended test-taking time, or exam proctoring are available. The faculty member gets involved by working with the DSPS staff to provide the reasonable accommodations for these students. In addition, we offer individual stress management and social skills training to help prevent problems, and assistance during an emotional crisis. We attempt to provide services to help stabilize the student and assist them in making contact with their regular treating professional in the community or make a crisis referral to a local community mental health center.

In the examples of Bill and Sue, the instructors need to talk to the students. The first issue is the student's behavior in class. What type of behavior do you expect from your students? Then, there is the issue of your concern about the student. Is there a problem? Does the student need services? What can be worked out? Assuming the student identifies himself or herself as a disabled student, you need to contact the DSPS staff to verify this and consult with them. If the behavior continues, then further consultation with the student, your dean and DSPS is necessary. A reasonable accommodation may need to be developed. If the student is not registered with DSPS as disabled, consult with the DSPS staff and talk to your dean.

In an excellent series of articles on psychological disabilities in the June *FACCCTS*, one by Richard Beyer of Pasadena City College contained a recommendation with which we wholeheartedly agree: "Remember, you don't have to deal with difficult students alone."

Contact your Disabled Students Programs & Services staff or your dean. We are here to help.

Robert Itatani is a clinical psychologist who holds a doctorate in psychology. A FACCC member since 1999, he is coordinator of Psychological Services at Rio Hondo College, where he has worked for 24 years.

Abilities, Not Disabilities Focus of Expanding Program

by Kathleen Bonilla, Fresno City College

Darlene Loftis wanted to be a teacher since the second grade. At that young age she realized she could help people with special needs. A classmate who was hearing-impaired succeeded with Loftis' help—something that often landed her in trouble.

"The teacher would get impatient with my friend," Loftis said. "I would get up and tell her what was said. The teacher told my mom that I would do better if I would only stay in my seat."

Loftis thought it was so simple. Her classmate needed only a little help to succeed. Today Loftis helps disabled students as coordinator of the High Tech Center at Fresno City College, a component of Disabled Students Services & Programs.

Since 1970, DSPS has provided supportive services for students with learning, physical or psychological disabilities. It became a landmark program and Fresno City College was the first community college in California to offer a comprehensive disabled students program. The program serves more than 1,400 students, plus an additional 545 students at centers in Madera, Clovis and Oakhurst, and at Reedley College.

The High Tech Center teaches students how to use computers through adapted computer technology. State Center Community College District hired two alternate media specialists who will work with Loftis, counselors and other faculty to provide instructional materials in an alternate format specific to each student's disability. The goal is to help students with disabilities become adept at using computers. Alternate formats are available in all mainstream classes so students with disabilities can access the same classes and instruction as other students.

These alternate formats include electronic text, large-print text, books on tape, screen-reading software, speech synthesizers and Braille writers.

But while students' disabilities may vary, their start at the High Tech Center is very similar. Many are scared and need a boost in their self-esteem.

"I've had students who literally cry when they come into the center for the first time," Loftis said. "We encourage people who thought they couldn't do it...They need a cheerleader for support who tells them 'Yes, you can do it.'"

Students in Jerry Henzler's Adaptive Ornamental Horticulture Program need the same kind of encouragement. The unique program is designed to expand the educational and vocational opportunities for students with physical and psychological disabilities through the calming effect of gardening.

During this 10-month program, students acquire skills in plant propagation, foliage plant care, interior plantscaping, floral design, greenhouse production and landscape gardening.

The program is somewhat self-supporting in that the students are involved in small business ventures throughout the year, such as plant sales and making centerpieces for special events.

"The other beauty of my class is that it serves students, who because of their disability, would not be able to take other classes," Henzler said.

He says the class helps build their self-esteem when they look at their work and say, "Hey, I grew this plant!"

Learning to work together is another boost.

"I found those folks end up helping each other," Henzler said. "Often I get these relationships that form in the class that are self-esteem-building."

According to DSPS Director Janice Emerzian, these and other DSPS programs focus on abilities, not disabilities.

"It's been exciting and energizing to be able to offer the same high-quality services to our DSP&S students at all of our sites in the district," Emerzian said. "By going districtwide we've been able to serve more students than ever before."

Kathleen Bonilla just completed her 10th year as Fresno City College's public information officer. A veteran of broadcast news, she served as a news producer at two Fresno-area TV stations.

Help Available for Teaching Disabled Students

by Joy Cook, Glendale Community College

Louise felt ill-prepared to meet the needs of the three disabled students in her elementary algebra class. After speaking with the counselor from Glendale Community College's Center for Students with Disabilities, she knew she would be working with Gina, a young woman who had recently lost her vision.

But no one told her that James, a student with hearing loss, would ask her to wear a microphone for his augmentative hearing device.

Then there was George. George told her that he would always try to sit near the door, so if the voices in his head got too loud, he would try to leave class without being disruptive.

Voices in his head? Isn't that schizophrenia?

During the second week of the semester, more problems arose. Gina wasn't taking notes, didn't have a notetaker and requested that Louise verbalize every step of the problems reviewed in class. James complained about all the verbalizing. George said his medication wasn't working.

Louise called the counselor: "Why doesn't Gina have a notetaker? It would have been better had I been informed about using that microphone! Why wasn't I informed that George would be in my class? This is a rough class. I don't know how I can teach the other 35. *Your* three students consume all of my time."

The counselor spoke with the coordinator of the Center for Students with Disabilities, and they agreed to meet Louise. Both told her that they offered Gina notetakers, readers and special tutors. She declined them all, and they couldn't force her to use any service.

"James? We don't know James," they told Louise. "We'll make a point to introduce ourselves, but he may choose not to provide the verification of his disability required to qualify for our services. Until he does, you are not obligated to wear the microphone or accommodate him in any way."

As for George, "He has not released us to discuss his disability with his instructors. Sorry, we cannot give you any further information. Please understand that our students with psychiatric disabilities are rarely disruptive. George has been working on self-advocacy. We encourage students to take responsibility for their own learning and success."

Louise and the other names are pseudonyms. Like the other 108 California Community Colleges Disabled Students Programs & Services units, we help faculty with situations like these.

DSPS provides services and accommodations for students upon verification of their disabilities. Last year Glendale served 1,668 students in the program, which adheres to state and federal mandates and meets the educational needs of students who have disabilities ranging from environmental allergies to conditions that impose limitations on both mind and body. Students with learning disabilities—555 at Glendale and 21,657 statewide—outnumber any other single disability group; they also have the only disability that our specialists may verify. The goal for each student is to participate equally and without barriers in the educational programs.

...they offered Gina notetakers, readers and special tutors. She declined them all, and they couldn't force her to use any service.

The scope of our services is impressive. DSPS educators are experts in disability-related counseling, learning disabilities, adapted computer technologies, adapted physical education, low vision, blindness, developmental delays, deafness and psychiatric disabilities. We use in-class service providers such as sign language interpreters, real-time captionists (who use stenographic equipment to record notes, and later provide hard or electronic copies) and notetakers to serve students. Some students may need only a close-parking space or on-campus transportation, while others require more involved interventions. Services are authorized based on the educational limitation imposed by the disability.

We also have special classes in adapted computer skills, learning skills, adapted physical education, and reading and writing strategies. Our High Tech Center provides adapted technologies, and the Instructional Assistance Program offers learning strategies instruction, learning disabilities assessment, specialized tutoring and test proctoring. We also have a new "alternate text specialist" who provides e-text (electronic text)

and transforms textbooks and classroom materials into Braille and large print.

We strive to fully integrate services into the college environment. When issues arise regarding our students, DSPS specialists act as consultants to help guide the institution and the student in developing the best possible pedagogical solutions. If a faculty member asks for specific details of a student's disability, we may have to decline that information to guard the student's privacy as prescribed under the Family Education Rights and Privacy Act of 1974, which prohibits disclosure of personal information without specific written consent. It is inherent in our roles that we act as student advocates at times. However, by law, we may not do so (nor, would we ever want to) at the expense of fundamentally altering course content or rigor (Americans with Disabilities Act, Title II, Section 35.150).

Louise survived the semester frustrated about not being able to meet the needs of all of her students. (It is a quality that makes her a superior instructor.) She discovered what most DSPS professionals experience annually: despite best efforts and offerings, not all of our students will succeed.

George is a bright man and passed the course with a "B" having never exercised his need to leave the class. (He knows he needs more guidance regarding appropriately discussing his disability.)

Gina continued to refuse all services and failed the class. Perhaps she'll gain acceptance and understanding of her new limitations. James dropped the class, claiming he couldn't stand all of the amplified discussion. In a perfect situation, James would have registered with the center's counselors who would have striven to avoid mixing such diverse disabilities in one class. On a positive note, the instructor experienced first-hand how the center can provide consultation and support.

California Community Colleges are by far the leaders in providing services to disabled students. Statewide in 2000-2001, we provided services for 77,701 students. DSPS developed the first assessment model to identify students with learning disabilities in postsecondary institutions; our ongoing work in alternate text production is cutting-edge. It's for these reasons colleges look to California for innovation, leadership and guidance in serving students with disabilities.

Joy Cook is associate dean for the Center for Students with Disabilities at Glendale Community College. She has been a FACCC member since 1997.

Join the FACCC Lists

To discuss community college issues with your colleagues via e-mail, join the lists by e-mailing.

- FACCC@yahoogroups.com (for general community college and faculty issues)
- FACCC-Newhire@yahoogroups.com (for issues facing faculty hired in the past seven years)
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Leave the subject and message blank, or simply write "SUBSCRIBE."

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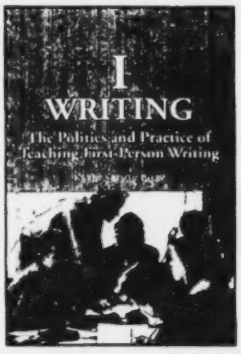

I-Writing: The Politics and Practice of Teaching First-Person Writing
by Karen Surman Paley
Southern Illinois University Press, 2001
paperback, 236 pages, $25

Buy this book from the online FACCC Book Service at www.faccc.org.

Reviewed by L.A. Hughes,
Los Angeles Trade-Technical College &
Santa Monica College

For as long as I can remember, any piece of academic writing between grammar school and graduate school, whether an essay, book report or composition, had to be written using third person or, better yet, using the passive voice.

I was never allowed to use first person. In fact, I'm uncomfortable using it in *this* piece of writing. Nonetheless, that was umpteen years ago, and with the progression of everything else, the former students-turned-teachers of my generation are seeking a respite that directly affects their own students.

Those of the generation who embraced reverence for individualism and self-expression in the 1960s have now become college instructors and professors. A select group has succeeded in teaching a way of writing that allows students to put themselves at the center of discourse. Two proponents of this method are the subjects of Karen Surman Paley's *I Writing: The Politics and Practice of Teaching First-Person Writing*. This way of teaching and writing has been given the moniker "expressivism."

An assistant professor and the director of Freshman English and Writing Across the Curriculum at Loyola Marymount University in Los Angeles, Paley describes herself as a former family therapist turned ethnographer. The ethnographer's job she says is to "...write description that leads to an empathetic understanding of the social worlds of others." Her book is based on a semester-long ethnographic study of two faculty members at Boston College and 28 hours of audio tapes of these women's classes, student conferences and interviews. Paley's essays have appeared in the *Journal of Advanced Composition, Reader, Assessing Writing, Diversity,* and *Women and Language*.

Using lofty terms such as "critical consciousness" and by not devaluing or rebelling against authority like students of the '60s, *I Writing* sheds rhetorical light on the *why* and *how* of teaching the discipline. Paley's interpretation of the data supports the positive value of personal experience, upbringing, and environment on one's ability to write analytically and objectively. She convinces us that personal attributes should and *must* affect any real analyses of our modern social milieu, especially issues of race and social status.

Paley says that the book's purpose is to demonstrate that first-person writing "...can be simultaneously highly personal and highly politicized." She builds a case for dealing positively with student work on ethnic and political levels while insisting that, during critique, the teacher "...always refer to the narrational *I* of the essay as *the narrator* to limit blurring theoretical critique with psychological assessment."

There are times when the pedagogy requires the instructor to separate, if possible, the narrator from the message but, on the other hand, to avoid trivializing the essence of the student's personal story. There is discussion, for example, of the formal evaluation of student writings. An entire section devotes consideration to "Evaluating the Writing When the Writer Is in Pain." It suggests that once a student has bared his or her soul to the evaluator, the professor may be at a loss to place a grade on the student's profound suffering or deepest personal insights. Charged with this touchy responsibility, how does one rise to the occasion?

The answer lies in the specific training of instructors for successfully teaching I-writing. In what she terms transactional analysis, Paley warns against too little versus too much involvement with the student author—too little involvement representing attention to mechanical error only and too much representing attempts at psychoanalysis and excessive empathy in the form of sharing the teacher's own similarities or experiences. But Paley found one practitioner's discussion of word choice with a student to strike the perfect transactional balance:

Helena: Okay, this is hard. I don't want to pick on everything you've written [pause], umm, but, in treating it as a piece of writing, I just want you to make the most effective word choices that you can...Here I definitely think [pause] a different word will work better there, although I'm not trying to water down, umm, the ANGER, the hatred that you're talking about. But MALICE implies that you want to bring HARM to [pause] and I don't think that's your meaning or [pause] or is that?

[Nervous laugh]

See I-Writing, page 35

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Writers' Guidelines

Submission deadlines for *FACCCTS* are the first of the month, two months before publication.

- **April 1** for the June 2002 issue (Themes: Accountability/innovation/part-time faculty)
- **July 1** for the September 2002 issue
- **Oct. 1** for the December 2002 issue
- **Jan. 1** for the March 2003 issue

FACCCTS Editorial Policies

FACCCTS is the journal of the **Faculty Association of California Community Colleges,** a nonprofit, professional association that lobbies exclusively for community college faculty, and the FACCC-Educational Institute, which provides information and professional development. FACCC encourages policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education.

FACCCTS is published four times during the academic year, offering information, analysis and provocative points of view about the politics, philosophy and practice of education. *FACCCTS'* primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC and FACCC-EI, their board of governors, general membership or staff.

FACCCTS publishes letters to the editor, commentaries and other contributions on a space-available basis. *FACCCTS* reserves the right to condense and edit all text according to *The Associated Press* style and as deemed necessary.

Length and Types of Submissions

- Articles and commentaries are 600 to 1,200 words.
- Book and software reviews are 300 words (or if related to education, no more than 600 words).
- Teaching tips are 200 words.
- Letters to the editor are no more than 250 words.

Articles take an objective look at a specific topic and address "The Five Ws"—Who, What, Where, Why and When. They're written with an attention-getting introduction and in the inverted pyramid style, in which the most important and interesting information is contained in the first few paragraphs, and less important information appears in order of decreasing news value.

Articles draw on two or more sources (newspaper articles, books, interviews), and contain quotes from leaders or experts on the topic.

See the news/feature articles on the front page of *The Wall Street Journal* for examples of well-written articles and "leads," the first short, attention-getting sentence of an article.

Commentaries clearly state the author's opinion about a subject, and provide information to support that opinion.

Book reviews clearly state the reviewer's opinion about a book. They don't just summarize what the book says. A couple of questions to ask yourself: Why did I like or dislike the book? Why would or why wouldn't my faculty colleagues find the book interesting or useful?

Alan Wolfe, in "The Solemn Responsibilities of Book Reviewing," said "...The goal of those who review books should be to give readers a fair summary of the book's contents, along with reasoned judgments about its success or failure. Book reviewing also requires a set of virtues that include humility, respect and empathy. People who live for the book ought to see reviewing books as among the most solemnly undertaken of academic responsibilities."

Format

Writers should submit a hard copy of their story with the following information on the first page: story title, author's name, job title, college, author's address and phone numbers. At the end of the article, include a few sentences for an author's bio. Don't send originals.

All manuscripts should also be e-mailed as an attached text-only or rich-text format file.

FACCC

Calling the Muse

We look for articles and opinion pieces that analyze or provide new information about community college faculty issues. Authors should write in an informal, conversational style with particular attention to crafting an attention-getting introduction. All submissions will be edited for length and style according to *The Associated Press Stylebook*.

Here are a few tips:

■ Use an interesting "lead," the first attention-getting sentence of a story. If you don't grab readers' attention with this, they may not continue reading the rest of your story. See the main story on the front page of *The Wall Street Journal* for examples of good leads.

■ Simplify: "Omit unnecessary words."—E.B. White. Use words you say in normal conversation. (For example, don't say "utilize" when you can say "use.") Pretend you have to explain the issue to your mother or a neighbor.

■ Be succinct. Keep sentences and paragraphs short.

■ Avoid jargon.

■ Spell out acronyms on the first reference. Don't assume everyone understands your terms.

■ Use the active voice. It is livelier and more direct than the passive voice. (Say "The governor praised community colleges..." not, "Community colleges were praised by the governor...")

■ Use practical examples to support key points.

■ If you cite references, use the author's full name, article title, source and publication date (Bob Thompson, "Distance Learning," *Educational Technology*, March 1999).

■ We usually accept manuscripts that have not been published elsewhere. If you submit a story that was previously published, please tell us.

Graphics Are Your Friends

We welcome charts or high-quality photographs that would complement your story. Please be sure to provide the correct spelling of people's names, and explain who, what, where, why, when. We prefer interesting photos of people in action, rather than just posing for the camera.

Before You Send It

Before you submit your story, ask yourself these questions (From *The Word: An Associated Press Guide to Good News Writing*, by Rene J. Cappon):

1. Have I said what I meant to say?
2. Have I put it as concisely as possible?
3. Have I put things as simply as possible?

How We Edit Your Story

The FACCC Board of Governors Communications Committee reviews all submissions, and may ask for revisions if it accepts your story for publication. *FACCCTS* conforms to *The Associated Press* style with few exceptions.

Corrections

Authors are responsible for information accuracy. If you need to make changes after you've submitted your story, please notify the managing editor as soon as possible. *FACCCTS* publishes corrections and clarifications in the "For the Record" column.

Copyright Policy

FACCC holds the copyright for all submissions. We grant permission to reprint articles in other education publications or for use at conferences or workshops. **Please call for permission.** Generally, we'll ask you to credit any excerpts with © Faculty Association of California Community Colleges. We also request a copy of your publication containing the reprint to Managing Editor, *FACCCTS*, 1823 11th St., Sacramento, CA 95814.

Where to Send It

Mail all stories to Managing Editor, *FACCCTS*, 1823 11th St., Sacramento, CA 95814. E-mail Katherine Martinez at k7martinez@aol.com or faccc@aol.com.

Questions?

Contact Katherine Martinez at (916) 447-8555, e-mail k7martinez@aol.com or faccc@aol.com.

I-Writing *continued from page 32*

It turns out the student *does* intend malice, so the teacher backs off.

In my own experience as an educator of adolescents through mature adults in both academic and less-formal workshop settings, I can recall how I have handled sensitive student writing. In the high school setting, we were sometimes urged to assign two grades—one for mechanics and one for content.

By such standards it would seem that a grade of *A* should always be given for content; to do otherwise would be to make value judgments about someone's life experiences. Almost intuitively, in the case of a troubled youth who I think might need some guidance, in a private student conference I would provide didactic insight in the form of asking neutral questions—a skill I learned as a mediator but that could be viewed as somewhat Socratic. And which, in Paley's view, might border on dangerous.

Today the expressivist movement apparently makes no real distinction between literary, expository, critical, historical or sociological discourse, but suggests other tags: personal criticism, autobiographical criticism, narrative criticism, personal narrative, self-writing, life-writing, auto-graphy, confessional criticism, rhapsodic criticism and so on.

Some of these sound more like therapeutic rather than academic forms.

I am almost ready to agree with Paley that this pedagogy "...has a significant place in the composition classes of those instructors willing to learn how to teach it." I valued her honest but intellectual style and appreciated the generous, if not tedious, use of authorities. These make the book an excellent beginning source for those who want to learn more about this way of teaching and its impact on learning—for both the student authors and their readers.

Paley's conclusions are well-reasoned, but I may be forever scarred by my own formative years in school and the then-accepted notions about writing in first person. Changing at my age is difficult, but after reading *I Writing*, I am vacillating somewhat. Could it be that this "new" way of teaching and writing will ultimately prove to be a vehicle that will provide answers to our greatest social dilemmas? Or should this writing be relegated to special circumstances and forums (other than universities, for example) where sharing personal experiences and feelings can be better appreciated for the vicarious learning vehicles they truly can be?

I leave it to the reader to decide.

As a part-time instructor for Los Angeles Community College District, L.A. Hughes has taught mediation, arbitration and "Preventing Violence in the Workplace" for the Labor Studies program at Los Angeles Trade-Technical College and for Santa Monica College's community service classes. A FACCC member since 1999, she holds a master's degree in behavioral science (conflict management), a law degree, and an adult credential in English.

FACCC

2002 Annual Awards

Inviting nominations for:

Full-Time Faculty Member of the Year

Part-Time Faculty Member of the Year

John Vasconcellos Advocate of the Year

Deadline is April 30. For applications, contact Membership Director Lyndon Marie Thomson at (916) 447-8555 or *LyndonMT@aol.com.*

Off Track

***Off Track*, the newsletter for part-time faculty, welcomes news, event announcements, commentaries and story ideas. E-mail *faccc@aol.com* or call (916) 447-8555.**

Equity Bill Dies in Committee

Tagged with an anticipated cost of $80 million, Assembly Bill 907 stalled in the Assembly Appropriations Committee on Jan. 24. Assemblywoman Jackie Goldberg (D-Los Angeles) has committed to introducing new legislation next year.

FACCC co-sponsored AB 907 would have provided specified long-term, part-time faculty members with job security, salary and benefits proportional to that provided to full-timers. Although the bill died, AB 907 provided the Legislature with a comprehensive blueprint to address the issues facing part-timers.

Retirement Options Bill Introduced

FACCC co-sponsored AB 649 (McLeod), the Part-Time Faculty Retirement Options Act, will soon become AB 1710. The bill would give part-time faculty the right to choose either Social Security or an alternative retirement plan as offered by a college district.

FACCC Conducts Survey

FACCC is conducting a study on part-time faculty conversion of sick hours to Defined Benefit service credit.

We are looking for the following part-timers:
(1) Members of the CalSTRS Defined Benefit Plan;
(2) Individuals who have accrued sick hours while teaching; (3) Individuals who have recently quit, are not teaching this semester or have retired; (4) (MOST importantly) Individuals whose sick hours have not converted to sick days for Defined Benefit service credit purposes.

Please contact Legislative Advocate Doug Lindsey directly at *lindsey@faccc.org* or (916) 447-8555.

Update on Service Credit

At FACCC's request, the California State Teacher's Retirement System conducted a review of several districts' calculation of part-time faculty service credit. The CalSTRS found that several community college districts were not in compliance with the requirements of previous FACCC-sponsored legislation to accurately calculate service credit.

FACCC met with Ed Derman, deputy chief executive officer of CalSTRS, to discuss the review and requested that CalSTRS follow up. In response, Derman met with community college human resource officers to inform employers of their statutory obligations. FACCC also reviewed early drafts of an employer information circular at CalSTRS' request.

FACCC is pleased to report that each district received a copy of the information circular explaining how to accurately calculate part-time faculty service credit. If you have any problems with proper calculation of your service credit, please notify FACCC so that we can report these issues to the appropriate parties.

$57 million Part-Time Faculty Equity Fund

All 72 California Community Colleges districts are participating in the $57 million part-time faculty equity fund, said Frederick E. Harris, director of college finance and facilities planning for the state Chancellor's Office.

Harris said he has "commitments from each of the 72 CEOs to participate in the determination of parity through the local collective bargaining process and communicate that to us."

Districts receive money based on the number of full-time equivalent students enrolled; the money is negotiated through the local collective bargaining process.

Dennis Smith, an accounting professor and president of the Sacramento-area Los Rios College Federation of Teachers, an affiliate of American Federation of Teachers/California Federation of Teachers, said the union was able to negotiate improvements in salary schedules, retirement benefits and lab rates with the roughly $1.2 million the district will receive.

Classroom faculty will be at 75 percent of the full-time rate, (excluding office hours and governance duties) and the non-classroom faculty such as counselors, librarians, coordinators and nurses, will be at 100 percent.

"This is just the first step in what is necessary to assure the quality of education in the community colleges," Smith said. "Since we use so many part-time faculty, we need to be able to recruit and retain the best of them."

Things are not going so smoothly in North Orange County Community College District. Bob Fey, interim co-president of Adjunct Faculty United-AFT Local 6106, said the district claims that its portion of the equity fund, $1.75 million, is funding the 13.5 percent pay increase that was negotiated in the union's inaugural contact in August. But the state Chancellor's Office didn't release guidelines on what to do with the $57 million until September.

"They're saying there's nothing to negotiate, you already have that money," said Fey, who teaches economics at Cypress College.

Adjunct Faculty United filed a grievance that was turned down by the district, so it's going to arbitration and has filed an unfair labor practice complaint with the state Public Employment Relations Board.

"I think they're trying to steal money from us," Fey said of the district administration.

See the Part-Time Faculty section at www.faccc.org for *additional comments on this topic.*

Medicare Part B Payment Would Benefit All Retirees

by Merlin "Bud" Henry, Jr.

Lawmakers in Sacramento are considering several improvements to the California State Teachers' Retirement System Defined Benefit program. These proposals include:

- Paying the Medicare Part B premium, currently $54 per month for all retirees, or
- Providing catastrophic prescription drug coverage for all retirees

I favor the former proposal because it will help *all* retirees while far fewer retirees require catastrophic prescription coverage.

In the last *FACCCTS*, FACCC Governor John Baley argued in favor of CalSTRS providing catastrophic drug coverage because he said most retirees can afford Medicare Part B.

Because of the variables involved, it's difficult to determine how many retirees would be affected by the prescription drug plan. I can't estimate if the percentage would be 10 percent, 20 percent, or even as high as 30 percent. I do know, however, that *all* retirees have a need for Medicare Part B.

Under either proposal, only CalSTRS members who have 15 years service credit would qualify. Medicare Part B would cover 174,000 retirees and their beneficiaries over the 10-year period (beneficiaries may not remain due to cost issues). Your Medicare Part B premium coverage would increase with each additional year of service credit as described in the below chart:

Years of credited service	Percentage of monthly premium paid
25 or more	100%
24	95%
23	90%
22	85%
21	80%
20	75%
19	70%
18	65%
17	60%
16	55%
15	50%
Under 15	0%

Source: CalSTRS

Payment of the Part B premium, even if reimbursed to the member, would be tax-free. The Medicare Part B coverage would cost about $775 million.

As of Jan. 1, 2002, Medicare Part B costs $54 per month and provides the following:

1) Doctor visits
2) Ambulance service
3) Durable medical equipment
4) Flu shot once a year
5) Pneumococcal pneumonia vaccination
6) Prostate cancer screening tests
7) Colorectal cancer screening test
8) An annual screening mammogram
9) An annual screening Pap smear
10) Diabetes self-management training
11) Glucose monitor & supplies
12) Bone mass measurements

The proposed catastrophic prescription drug coverage plan includes a $1,200 annual deductible with a $10 co-payment, and covers any co-payment costs above $7,000. The coverage plan would cost CalSTRS roughly $650 million.

I encourage every faculty member considering retirement to thoroughly review his or her district's medical plan as it relates to retired faculty. You'll want to be able to make a well-researched decision regarding these two proposals and forward your opinion to the FACCC Board of Governors Retirement Committee.

To share your views, contact the Retirement Committee at *faccc@aol.com* or call (916) 447-8555.

Merlin "Bud" Henry, Jr. is a former FACCC vice president and governor-at-large who retired from Santa Ana College in 1997. He serves on the Orange County Grand Jury and is a volunteer admission representative for the University of California, Berkeley. A FACCC member since 1983, he serves on the FACCC Board of Governors Retirement Committee.

New Members

These new members joined between Oct. 25 and Jan. 15. When you see them around campus, please welcome them to FACCC.

American River College
Diane Richey-Ward

Antelope Valley College
Karen Lubick

Bakersfield College
Thomas Yale

Barstow College
Norman Rowan
Shane Tang

Butte College
Russ Critchfield
Debra Reynolds

Cabrillo College
William Hill
Dhyana Swann

Cerritos College
Maria Fleck
Mark Hugen
Cynthia Larariere
Nina Motruk
Patricia Novinski
Traci Ukita

Cerro Coso College
Rachel Winston

Chabot College
Christine Acacio
Michael Ansell
Pauline Dragoo
Marilyn Dykstra
Melva Garcia
Wanda Wong

College of Alameda
Myron Jordan
Boatamo Mosupyoe

College of San Mateo
Yaping Li

College of the Canyons
Miriam Golbert

College of the Redwoods
Michael Butler
Anthony D'Abbracci
Kady Dunleavy
Linda Ellis
Jeff Hogue
Diane Smith-Young
David Tuttle

College of the Sequoias
Howard Wren

College of the Siskiyous
Ahmed Ismail
Gregory Jones
Patrick Prindle

Compton College
Carmela Aguilar
Celia Arroyo
Janice Blume
Albert Cherry
David Cobbs
Ivan Crosbie
Melani Curtis-Andrews
Ralph Davis
Arthur Flemming
Anna Ruth Garcia
Vanessa Haynes
Reuben James III
William Keig
Mohammad Khalilzadeh
Cordell McDonald
Patrick McLaughlin
David McPatchell
Carlos Mejia
Wanda Morris
Abbas Namazi
LeRoy Porter
Elizabeth Remsburg
Dovard Ross
Lamin Sanneh
Eleanor Sonido
Thamizhchelvi Subramaniam
Marie Van Vooren
Dexter Vaughn
Andrew Weems
Frances Williams
Abdirashid Yahye

Cuesta College
Virginia Findley
Karen Robert

Cuyamaca College
Jacqueline Hider
Qais Sako
Patrick Thiss

DeAnza College
Geraldine Parker

Diablo Valley College
Melissa Jacobson

East Los Angeles College
Mary Seneker

Fullerton College
Angela Henderson
Pamela Lewin
Queen Peterson
Cindy Zarske

Glendale Community College
Michael Allen
Michael Dulay
Wendy Fonarow
Christina Harrell
Stacy Jazan
Richard Kamei
Deborah Kinley
Richard Seltzer

Grossmont College
Jorge DeSaracho
Patricia Morrison
Renee Tuller

Hartnell College
Laureen Balducci-Flynn

Las Positas College
Jason Morris
Zina Rosen-Simon
Kimberly Tomlinson

Long Beach City College
Lorraine Blouin
Grace Pokorny
Laura Wan

Los Angeles Harbor College
Laura Gray
Tissa Munasinghe
Susan Steele

Los Angeles Mission College
Lilamani de Silva
Deborah Paulsen

Los Angeles Pierce College
Charlotte Doctor

Los Angeles Trade-Tech College
Lorna Green
Philip Huld
Niama Williams

Mendocino College
Donald Griffiths
James Mastin
Rec Russell

Merritt College
David Brown

MiraCosta College
Regina Bochicchio
Loretta Bohl

Mt. San Jacinto College
Kathryn Turner

Ohlone College
Carol Lawton

Orange Coast College
Abbas Faridi
Vida Shajie

Pasadena City College
Richard Beyer
Bernardine De Paolis
Paul Wilkinson

Reedley College
Susan Young

Rio Hondo College
Susana de la Pena
Julius Thomas

Riverside City College
Kristine Anderson
Stephany Kyriakos
Susan Mills

Sacramento City College
Gary Adams

Saddleback College
Mercedes Guizar
Raymond Reyes
Susan Wright

San Diego City College
Gloria Lyon

San Diego Mesa College
Nancy Crispen
Linda Jones
Virginia Lizama

San Diego Miramar College
Bernice Reyes

San Francisco CC Alemany
Sherry McAdam

San Francisco City - Phelan
Barbara Cabral

San Joaquin Delta College
Clarence Louie
Anthony Sedillo

Santa Monica College
Sherri Bradford
Craig Hammond
Gina Jerry
Frances Kurilich

Santa Rosa Junior College
Gretchen Grufman

Shasta College
Lena Baker
Estella Cox
Hossein Divanfard
Roger Gerard

Sierra College
Patricia Lord
Sabrina Newsome

Skyline College
Joseline Glenn

Solano Community College
Jose Ortiz

Southwestern College
Maya Bloch
Peter Bolland
Claire Boykin
Rita Callahan
Martha Carey
Sandra Cortez
Roy Gelinas
Jean Hansen
Carlene Henderson
Alana-Patris Loyer
Kevin White

Taft College
Sandra Jennings

Ventura College
Judith Miller

Victor Valley Comm. College
John Doyle
Robert Johnson

West Hills College
Staci Mosher

TRAINS, PLANES AND AUTOMOBILES

Thank you to everyone who has recruited new FACCC members, especially this year's sponsors.

Alicia Rodriquez
Bill Hewitt
Carolyn Fisher
Clo Hampton
Dale Wagoner
Dasiea Cavers-Huff
David Milroy
Dean Danielson
Deborah Charlie
Jim Custeau
John Baley
John Jacobs
John McDowell
John Queen
John Smith
Kate Motoyama
Kristina Kauffman
Lynda Myers
Mary Ann Newport
Micheal Odanaka
Nicklas Rogers
Pat Deamer
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Ruth Coughlin
Sondra Saterfield
Tammy Sakanashi
Teresa Aldredge
Yvonne Sligh
Rita Dean-Land
Carolyn Hanna
Kathleen O'Connor
David Hath
Del Nelson
Bob Pierce
Marcia Corcoran

FACCC has 8,900 members as of January. Our goal is to reach 10,000 members by 2003 to strengthen faculty's voice in Sacramento. With the governor proposing cuts to community college categorical programs (programs that are listed under a specific category in the state budget, such as faculty and staff development), it's more important than ever to increase FACCC's members.

Introduce your new colleagues to FACCC. As members, you're the best ones to explain FACCC's benefits—advocacy, information and professional development. It's easy to recruit because new hires can receive a six-month complimentary membership. Write "6 months" and your name at the top of their membership card (see card on p. 5)

This year alone, there are 1,700 new faculty. Sign them on and help them realize that since virtually all aspects of their professional life—from hiring practices to retirement benefits—are controlled by governmental agencies, they need a strong, focused advocate working on their behalf in Sacramento.

For more information on earning gifts and free travel, see *www.faccc.org* or contact Membership Director Lyndon Marie Thomson at (916) 447-8555 or *LyndonMT@aol.com*.

For more information, trip suggestions and recruiting tips see www.faccc.org

Reading

FACCCTOTUM

A book should serve as the ax
for the frozen sea within us.
—Franz Kafka

She had learned something comforting,
that we are not alone.
—Roald Dahl in *Matilda,*
about the bookworm protagonist

How many a man has dated a new era in his life from the reading of a book. The book exists for us perchance which will explain our miracles and reveal new ones.
—Henry David Thoreau

Books are to be called for and supplied on the assumption that the process of reading is not a half-sleep; but in the highest sense an exercise, a gymnastic struggle; that the reader is to do something for himself.
—Walt Whitman

I remember the feeling of excitement that I had, the first time that I realized each letter had a sound, and the sounds went together to make words, and the words became sentences, and the sentences became stories.
—Lois Lowry

The mere brute pleasure of reading—the sort of pleasure a cow must have in grazing.
—G.K. Chesterton

I could perhaps live without writing. I don"t think I could live without reading.
—Alberto Manguel, *A History of Reading*

Book love. It will make your hours pleasant to you as long as you live.
—Anthony Trollope

Reading has always been my home, my sustenance, my great invincible companion ...I did not read from a sense of superiority, or advancement, or even learning. I read because I loved it more than any other activity on earth.
—Anna Quindlen

A room without books
is like a body without a soul.
—Cicero

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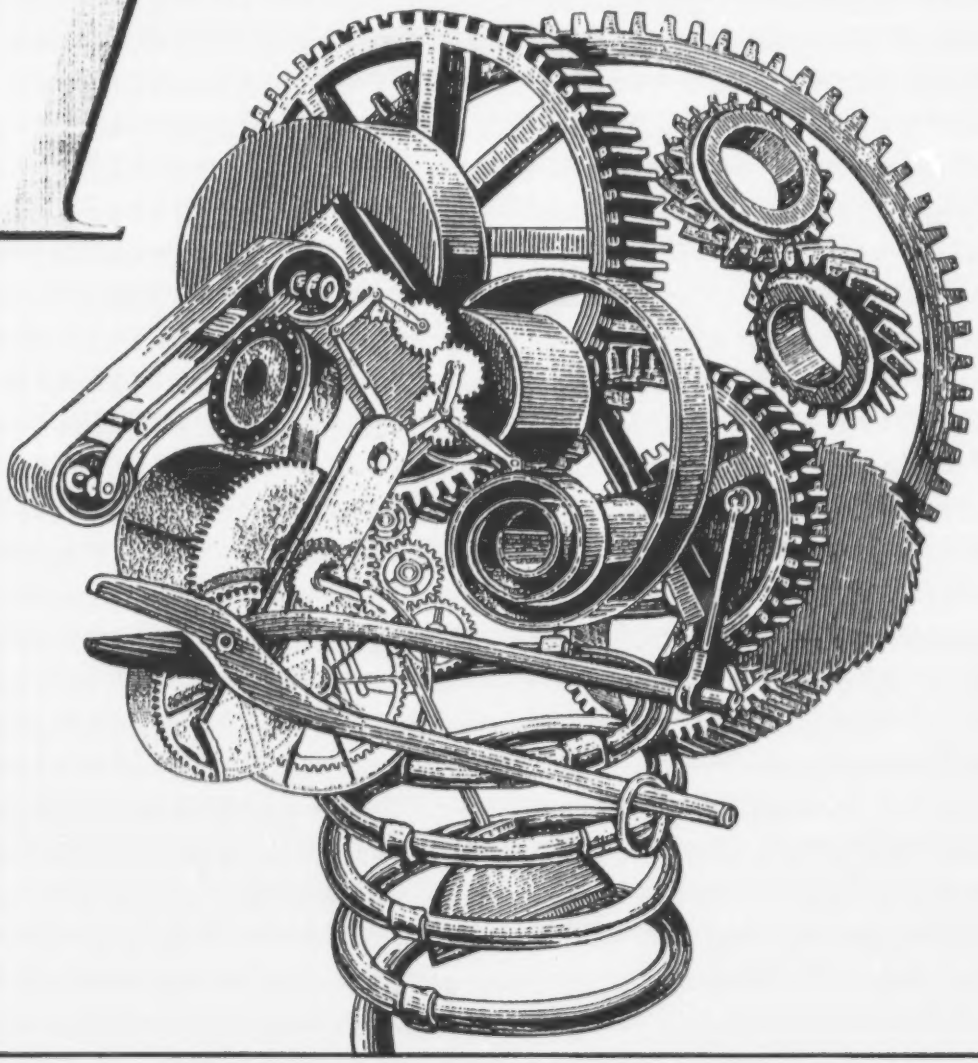
Volume 8 Number 4 June 2002

Experience the Magic
2002 FACCC Conference
Oct. 3-5
WestCoast Anaheim Hotel
p. 18

Innovation



Also: Making the Case for Staff Development p. 9 • The Fractured Idea of Higher Ed p. 13 • Hybrid Classes p. 24
Interviews with CalSTRS' Jack Ehnes & Carolyn A. Widener pp. 28, 30 • Accountability p. 32

139

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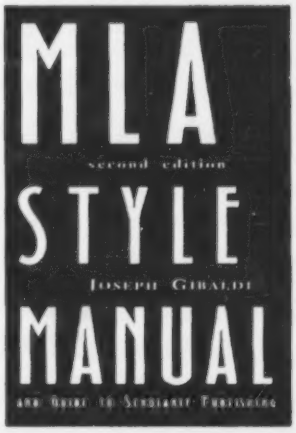

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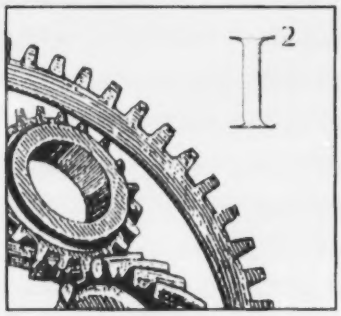
Inside

COVER STORY

Cultivating Innovation 20

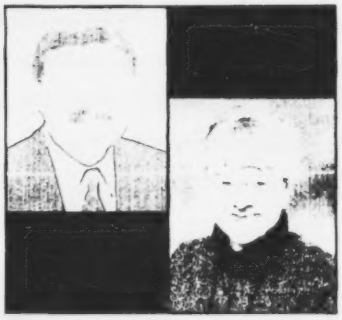
A new perspective. A break from tradition. Courage. It takes all of these to help community college programs evolve to meet the needs of 21st century students.

- Greening Your College, by Mona Field , p. 23
- Speech Classes Online, by Michael Akard, p. 24
- A Culture of Innovation, by Leo E. Chavez, p. 26
- City College Hosts the World, by Sharon Seymour, p. 27
- Fanning the Flames for Adjuncts, by Russell Richardson, p. 36



FEATURED ARTICLES

- Lifelong Learning Benefits Everyone, by Carolyn Russell, p. 9
- A New Vision for CalSTRS: Interview with new CalSTRS CEO Jack Ehnes, p. 28
- Interview with CalSTRS CCC Representative Carolyn A. Widener, p. 30
- Accountability: Is It Really a Four-Letter Word?, by Norv Wellsfry, p. 32



DEPARTMENTS

Letters to the Editor 5
For The Record 5
Question of the Month 11
Teaching Tip, by Ronald L. Berg 12
FACCCTS 2002-03 Deadlines and Themes 16
Web Teaching Guide, reviewed by Lucy Dodge 17
2002 FACCC Conference 18
List of Web-Exclusive Articles 21
Boomer Girls, reviewed by Pamela Palmer 31
FACCC PAC: FACCC Endorses Gray Davis 34
The Good Life 35
Off Track 36
Ghosts in the Classroom, reviewed by Terri Cohn 37
New FACCC members 38
Member-Get-A-Member campaign 39

COLUMNS

Innovation is Afoot, by Katherine Martinez 4
A Tip of the Hat, A Tear in the Eye, by Carolyn Russell 6
Making Our Case in a Lean Economy, by Jonathan Lightman 7
The Fractured Idea of Higher Education, by John F. McFarland 13

Translating Sound Educational Values Into Public Policy

FACCC Vision

Every faculty a member, every member an advocate.

FACCC Education Institute Mission

The policy institute that enhances teaching and learning through research, communication and professional development opportunities for community college faculty.

FACCC Values

Faculty as the core of the system
Advocacy for community college faculty
Commitment to student access, opportunity and progress
Community colleges as a driving force for economic growth & social cohesion
Collegiality through embracing diversity & promoting professional development

On the cover:
Art by Cathy Hull, from *theispot.com*
Design by Katherine Martinez

2001 APEX® AWARDS FOR PUBLICATION EXCELLENCE
2000 ■ 2001

Innovation is Afoot

One morning in late March, I heard a radio story about a Tracy, Calif., charter school that has gone paperless.

Laptop computers replace textbooks. The children write reports using PowerPoint.

One student excitedly told the reporter that she enjoys reading the Web more than books, because it has so much more to offer.

The bookworm in me was appalled.

On the other hand, if computers and the Internet are sparking students' enthusiasm for learning, isn't that a good thing?

Innovation is about breaking the rules, and rule-breaking is alive in the California Community Colleges. They're innovative. They have to be, because they're also the state's largest providers of workers. Yet the governor and state legislators are poised to cut funding that would severely hamper the colleges' ability to serve students and California's economy (see pages 7 and 9).

To complicate the matter, last fall the community colleges saw the largest enrollment increase in its history: 97,000 more students compared to fall 2000. Clearly, Californians are seeking retraining and skills upgrading in this weakened economy.

Our colleges aren't the only ones experiencing drastic growth. An April 26 *Chronicle of Higher Education* article, "For Many Community Colleges, Enrollment Equals Capacity" focused on one Florida college: "This two-year college is bursting. Enrollment is up 12 percent this year…accounts from two-year campuses across the country indicate that Cape Fear [Community College] is not alone."

Will funding cuts squelch innovation? They'll certainly make it harder for faculty members to do their jobs. But you can do something about it. Tell your legislators and the governor *today* why they must not cut college funding. See sample letters at *www.faccc.org* under Legislation.

We have the power; we just need to use it.

And what would we do with this funding? Take a look at our special section on cultivating innovation.

We'd like to hear what you think of this *FACCCTS*.

Katherine Martinez
kmartinez@faccc.org

FACCCTS (ISSN 1535-3273) **is the journal** of the Faculty Association of California Community Colleges, a nonprofit professional association that advocates for all California Community Colleges faculty, and the FACCC-Education Institute, which offers information and professional development. ***FACCCTS* is published four times** during the academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education. *FACCCTS*' primary purpose is to provide a forum for faculty and the CCC "community." **Opinions expressed are those of the authors** and do not necessarily represent those of FACCC and FACCC Education Institute, their boards, general membership or staff. *FACCCTS* publishes letters to the editor, commentaries, and other contributions on a space-available basis. *FACCCTS* reserves the right to edit all text according to The Associated Press style and as deemed necessary. **For a copy of writers' guidelines**, please call (916) 447-8555, see the Publications section at *www.faccc.org*, or write to FACCC, 1823 11th Street, Sacramento, CA 95814. **Visit FACCC at *www.faccc.org*** for legislative alerts, member benefits, information on FACCC-sponsored legislation, daily political news, advertising rates, Question of the Month, discounted online purchases of books and merchandise, special offers and more.

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Letters

A Fair Share of the State Budget

Good article by John [McFarland, "Messages We Send the Nation: A Look at California Gubernatorial Elections," March *FACCCTS].* I have enclosed an article regarding the feeling here of the governor's blue pencil work. The article, "2-year colleges shortchanged," was printed in the Torrance *Daily Breeze* on March 28.

Keep up your good work. My very best wishes and support for our fair share of any revised budget. Our community colleges deserve a break!

Charles C. Lunt
Los Angeles Trade-Technical College

FACCCTS welcomes letters. Write to FACCC, 1823 11th Street, Sacramento, CA 95814 or e-mail *faccc@aol.com.* Please limit letters to 250 words and include your name, address and daytime phone number for verification. *FACCCTS* reserves the right to edit letters for length and clarity.

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It is *FACCCTS'* policy to correct errors promptly in this standing column.

Please notify the editors of errors at (916) 447-8555 or *faccc@aol.com.*

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A Tip of the Hat, A Tear in the Eye

Carolyn Russell

Oxymorons like "jumbo shrimp" make me giggle. One that I'm taking seriously, though, is "joyful sorrow," since it does describe how I am feeling in the last month of my three-year tenure as your president.

I joined FACCC about 10 years ago out of guilt. I wanted to join. I knew I should join, but I rationalized that I was paying substantial dues to my union, a good cause. Finally, though, I realized that I was getting a free ride.

FACCC had worked tirelessly for community college faculty since 1953 and had a broad and eclectic base. Since FACCC is a professional association, members join because they want to, and they are in every college and every union. FACCC advocates solely for community college interests and its legislative clout translates sound educational values into public policy.

It has power.

In 1994, I attended my first FACCC conference. It was in Sacramento and I still remember then-executive director Patrick McCallum facilitating a spirited debate between state legislators Phil Isenberg, a Democrat, and Brooks Firestone, a Republican. Later that night, faculty roasted long-time FACCC leader Cy Gulassa of Foothill College. I was amazed at the depth of the intellectual discussions, the camaraderie, and the commitment. The words of Marlon Brando's character in *On The Waterfront* came to me as I regretted not getting involved in FACCC earlier and thought maybe "I coulda been a contenda."

Sometimes things do work out. As your president, I have been a "contenda," or at least the public face of the "contendas" that you are. Because of you, our board of governors, and our professional staff in Sacramento, we have:

- Increased our ranks to almost 9,000 members
- Purchased a home of our own, a Victorian located four blocks from the Capitol
- Achieved legislative successes that improved the status off full-and part-time faculty and retirees
- Developed vibrant committees that give us much-appreciated ideas and direction
- Strengthened our professional development activities through our Workshops-To-Go and annual conferences
- Revised our vision and values statements (see p. 3)
- Embarked upon developing a five-year strategic plan that the board will approve this month
- Renewed the contract of Executive Director Jonathan Lightman who is the best in the business
- Collaborated effectively with other faculty organizations
- Increased our credibility with the Chancellor's Office and the California Community Colleges Board of Governors
- Increased our financial reserves and funds in the FACCC Political Action Committee

Of course, the list could go on, but you get the idea. I get a bit nostalgic about stepping down from this leadership post and not working with all those who have been a part of FACCC, and even those who have not.

What I think about most is the opportunity I almost missed. Don't you do the same. Get involved in FACCC.

I walk out of the art deco building where FACCC houses its president and look at the almost-repaired south entrance to the Capitol, the spring flowers, mostly tulips, and a group of people advocating some cause that requires them to dress like bees, and think how I will miss this place of seasonal change and political intrigue.

What I think about most, though, is the opportunity I almost missed. Don't you do the same. Get involved in FACCC. Join a committee, run for the FACCC Board of Governors, give us a call. You won't be sorry you did; you might be sorry you didn't.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC. E-mail her at FACCCPres@aol.com.

144

Making Our Case in a Lean Economy

Jonathan Lightman

It's best to be direct.

In testimony before the Assembly Budget Subcommittee on Education Finance in March, I announced that FACCC is "unapologetically opposed" to the proposed cuts in community colleges programs and services. It's pretty clear that the legislators on the panel got the message.

Let's put the California Community Colleges budget—based on the state Department of Finance's January numbers—in perspective.

First the good news. Last year's battle over instructional equipment, library replacement materials and scheduled maintenance seems over. The governor proposes fully restoring that money. Surprisingly, there is little fanfare over this item, which community colleges should see as a major victory.

While part-time faculty members are unlikely to achieve an increase in the budget line for faculty equity, the prevailing $57 million appears protected. Needless to say, the sharks are circling the waters to grab this money for other purposes. FACCC once again has an unapologetic answer—no.

The January state budget proposal allows for 3 percent community college enrollment growth. While this number may not qualify as "good news" considering the system is growing at 4.55 percent, it's a good enough start in the midst of a $20 billion deficit.

The projected cost of living increase is 2.15 percent. This is a rough estimate, with insiders predicting a decrease in the May revision of the state budget.

Interestingly, we may have more money coming our way. The Chancellor's Office has identified two unexpended pots of money from property tax revenues that total $24.5 million. FACCC has joined the Chancellor's Office and other system representatives to advocate that this money remain within community colleges.

On a larger front, the nonpartisan legislative analyst estimates that the governor's January budget proposal underspends the Proposition 98 funding guarantee (shared by K-12 and community colleges) by $825 million. Using a conservative calculation of 10.2 percent, this could translate into as much as $84.15 million for community colleges. Given the severity of the crisis, however, we're not assured that any additional revenues will flow to our system.

So much for the good news.

For the most part, the governor's proposed cuts fall into two categories: virtual elimination of state support for professional development and cuts to services for the most vulnerable students.

The governor proposed eliminating funding for faculty and staff development while reducing the Telecommunications and Technology Infrastructure Program and Fund for Student Success.

If these cuts proceed as proposed, it'll mark the end of an era for state support of professional development (see page 9). The network of staff development officers and faculty development opportunities will move from modest but stable funding to district largess or creative grant writing.

Faculty and students will suffer deeply from cuts to matriculation, Greater Avenues for Independence (better known as GAIN) and California Work Opportunity and Responsibility to Kids, which we know as CalWORKs. In this era of term limits, there are only a handful of legislators aware of the matriculation program and its significance in helping students achieve their educational objectives. While GAIN and CalWORKs are better known, their role in the community colleges is not.

The Message is Crucial

As FACCC experienced with last year's budget restoration campaign, messaging is crucial in this budget battle. Our political themes for this year's arena are community colleges are the key to California's economic revival. Cuts to community colleges undermine the recovery.

California' economic slowdown is supposed to be short-lived. University of California, Los Angeles forecasters are already predicting an upturn (albeit, a modest one). We want to keep telling legislators: Don't destroy the infrastructure of programs when state revenues might be available again in a few years. (See next page for the national perspective.)

Programs serving the poor and the educationally disadvantaged should not be the targets during a recession. When jobs are scarce, educational opportunities must increase.

Return to Perspective

No one will be satisfied with this state budget. FACCC harbors no illusions that legislators and the governor will spare community colleges. Yet we also recognize that the system has made enrollment growth and cost of living increases its priorities—and they have been funded in the January budget proposal.

Let's all be direct and unapologetic when lobbying legislators and the governor on the proposed cuts. (See sample letters at *www.faccc.org.)* If there were ever a time for clarity, it is now.

Jonathan Lightman is executive director of FACCC. E-mail him at JLFACCC@aol.com.

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State Budgets: The National Perspective

Nearly every state in the country reported a budget deficit in January, according to the National Conference of State Legislatures.

Forty-five states and the District of Columbia report that revenues have failed to meet budgeted levels. Nearly half the states have had to reduce the 2002 portion of their 2001-02 fiscal year revenue forecasts. In eight of these, revenue collections are failing to meet the revised levels. Five states—Louisiana, North Dakota, Texas, West Virginia and Wyoming—report that revenues are on or slightly above target. Wyoming has increased its forecast slightly, due to higher-than-anticipated sales and "use tax" revenues (such as entry fees for state parks).

Twenty-eight states and the District of Columbia report that spending is above budgeted levels. Medicaid is over budget in 23 states, with another five concerned that it could exceed budgets soon.

The Jan. 11 issue of *The Chronicle of Higher Education* reported that the outlook for community college funding in all state legislatures is bleak. Like California, Florida, Minnesota and North Carolina are preparing for large increases in student enrollments during a time of budget squeezes. To cope with the shortfall, North Carolina community colleges have reduced part-time faculty positions as the system absorbs a 2.7 percent cut from its 2001-02 budget.

The National Conference of State Legislatures notes that 19 states are considering tax proposals. Last year, North Carolina's legislature was the only one that voted to raise taxes.

—Jonathan Lightman

Lifelong Learning Benefits Everyone

by Carolyn Russell

Though California Community Colleges fared better than most in the January proposed state budget, we did not escape unscathed from some potentially damaging cuts: matriculation, California Work Opportunity and Responsibility to Kids (known as CalWORKs), and the Telecommunication and Technology Infrastructure Program come immediately to mind.

But Faculty and Staff Development, a program with a relatively modest $5.2 million price tag and an almost 14-year history, has been targeted for complete elimination. By the time you read this, we will know how the May revision of the state budget interfaces with the January cuts, but isn't it ironic that the higher education system most connected to lifelong learning may lose its primary funding source for faculty and staff training?

What was behind the proposed elimination of the funding? The governor wrote in his budget summary, "The existing program augments training activities provided through the general apportionment and Partnership for Excellence funding. However, there is no meaningful accountability for results from the program."

That statement is inaccurate. Here's why:

■ The Faculty and Staff Development Program was created as part of community college reform legislation Assembly Bill 1725 of 1988 and predates Partnership funding. The program remains the primary source for staff development money even though it has received only one funding increase in 14 years and inflation has dropped the actual dollar value to less than 50 percent. Decisions to use Partnership and general apportionment dollars for staff development are made at the local district level.

■ The Education Code outlines nine uses of staff development funds that include improvement of teaching, maintenance of current academic and technical knowledge and skills, in-service training for vocational education and employment preparation programs, retraining to meet changing institutional needs, development of innovations in instructional and administrative techniques and program effectiveness, and computer and technological proficiency programs.

■ Staff development officers submit carefully detailed reports of expenditures to the Chancellor's Office, and faculty must report how they will share new knowledge with their colleagues and students. California's program has become a model for the country and several programs have won national awards.

Each year the Faculty Association of California Community Colleges, the California Community College Council for Staff Development (better known as 4C/SD) and the Chancellor's Office make the case for increased funding. But perhaps it's time for those outside the system to help us with our cause.

■ The Professional Personnel Development Working Group of the Legislature's "Joint Committee to Develop a Master Plan for Education-K-16" recommends "continuous faculty development support throughout faculty careers, including at least one year of focused support upon appointment as a faculty member," and "the development of an organizational structure that supports and rewards teaching excellence and the scholarship of teaching throughout a faculty member's career."

■ The American Association of University Professors said in the Little Hoover Commission Report *Improving Access and Quality in California's Community Colleges* (2000): "Research demonstrates that well-guided professional development programs do improve faculty abilities and the quality of colleges."

FACCC is committed to keeping the fund alive. FACCC members visited legislators during Leadership Lobby Day in March, explaining how important renewal and retraining is to our profession, and thus, to our students. Executive Director Jonathan Lightman testified before the Assembly and Senate budget subcommittees on education finance. FACCC has a coordinated strategy, but you must help as well.

■ Contact your legislators. Remind them that dismantling an important, 14-year-old program is a bad use of taxpayers' money. Tell your story. Staff development funds provide only a portion of what all of us spend to stay updated on issues and trends in our disciplines.

■ Use the shared governance process through your planning or fiscal council. Set aside funds for staff development from Partnership for Excellence or general apportionment in the event that we cannot restore all of the funding.

Together, during this election year, we can put pressure on legislators and the governor to save this crucial program.

Carolyn Russell teaches English at Rio Hondo College in Whittier and is president of FACCC. E-mail her at FACCCPres@aol.com.

O'Connor Wins Hayward Award

FACCC member Kathleen A. O'Connor of Santa Barbara City College was one of four winners of the 2002 Hayward Awards for Excellence in Education in March.

O'Connor is a physical education instructor who established her college's first Women's Athletic Program, pioneered their Athletic Advising Program, and created the first Drug and Alcohol Prevention program in the state. She has also been a leader in the area of technology mediated instruction, having served on the Chancellor's Distance Education and Technology Advisory Committee. She was a team leader for her college's Project Redesign on Technology Mediated Instruction, and helped develop distance education courses for SBCC's Online College program.

Chao Receives Diversity Award

Pam Chao, a FACCC member since 1997, was one of two recipients of the 2002 John W. Rice Diversity Awards. The awards, presented April 10, honor the memory of the late John W. Rice (father of National Security Advisor Condoleeza Rice), who served on the California Community Colleges Board of Governors from 1995 to 2000.

Chao has taught sociology at American River College for five years. She organized staff development activities for faculty to integrate a multicultural perspective into their classrooms, coordinated a related series of diversity workshops for students, created the diversity education certificate program, serves as co-chairwoman of a committee on diversity, and was a contributor to the colleges' first online course, "Understanding Diversity: An Online Staff Development Activity."

Amer Visits Bibliotheca Alexandrina

Cosumnes River College professor and systems librarian Rosalie Cuneo Amer attended the April opening of the new library in Egypt, the Bibliotheca Alexandrina.

The public research library of 200,000 volumes (expected to grow to 8 million) is for the people of the Mediterranean, the Middle East, Africa and Europe.

About 150 international supporters of the library attended the inaugural event, close to where the original library once stood 1,600 years ago. Amer, chairwoman of the California grassroots group that has supported the library since 1990, was one of two community college librarians representating three state groups from California, Colorado and Maryland.

For more info, see *www.bibalex.org*, write to The California Friends of the Bibliotheca Alexandrina, PO Box 191302, Sacramento, CA 95819, or call (916) 691-7249 or (916) 453-1174.

Corporate Influence in Academe

In the spring issue of *Workplace*, Zuleyma Tang-Martinez, a professor of biology and women's studies at the University of Missouri at St. Louis, criticizes the corporate model she sees taking hold at many American colleges.

Canceling classes because low enrollments make them cost-ineffective, subsequent overcrowding of remaining classes, and decreased subsidies for teaching, research, travel, and materials costs are all damaging the learning experience, she said. And post-tenure review..."will inevitably have a chilling effect on academic freedom"—a freedom she says protects not only professors' job security, but also "the students' right to hear diverse and uncensored opinions from their instructors." The article is available at *www.louisville.edu/journal/workplace/tang-martinez.html*.

SMC Offers Environmental Degree

Santa Monica College now offers an Associate of Arts degree in Environmental and Urban Studies.

For more than a decade, SMC has had an interdisciplinary environmental studies program, offering a mix of courses with an environmental emphasis. But this is the first time the college is offering a degree in the discipline, as well as two new courses—Introduction to Environmental Studies and Introduction to Urban Studies.

Members Prefer *FACCCTS*

Thanks to all FACCC members who participated in the contest to suggest a new name for *FACCCTS*. Due to overwhelming support for the current name, FACCC has decided to keep it.

See more *FastFACCCTS* at *www.faccc.org*, Publications, *FACCCTS*.

FACCCTS/Jonathan Lightman

First Lady Sharon Davis meets Robert Yoshioka, Carolyn Russell and David Milroy during FACCC's hospitality suite at the Feb. 15 spring convention for the state Democratic party in Los Angeles. FACCC also hosted a reception at the Feb. 8 Republican party convention in San Jose.

Question of the Month at www.faccc.org

Excerpts from March 2002

Do corporate sponsorships help or hurt community colleges?

* Corporate sponsorships might fill a short term financial need, but dependency will grow, commercial influence will soon be accepted as normal, the values of the marketplace will form the underlying or even the overt assumptions of our institutions, and ultimately our colleges will be no more than components of the economy. The state should pay for absolutely all the needs of the community colleges.

—Seth Zimmerman, Evergreen Valley College

* ...I don't think the the answer is an either/or...

Examples here at Cerritos where it has worked very well have been in our Technology division. We have corporate sponsors for programs in automotive and wood manufacturing that have worked very well for the programs involved. The programs' ability to maintain contemporary machinery is based upon corporate support and donations of equipment that the college simply cannot afford...

The best examples that come to mind are those where the colleges, their students, and the corporate sponsors all benefitted. I believe that thoughtful, well-meaning people can produce those results. I've seen it happen here.

—Dave Young, Cerritos College

What does Disneyland have to do with FACCC?

See page 18

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Teaching Tip

Guest Speakers: A Teacher's Gold Mine

Guest speakers can enhance your students' educational experience by offering a different point of view on class topics.

I've arranged guest speakers for very little cost and effort.

I'm retired from working full-time at a large commercial bank; many of the employees are eager to serve a good cause. One woman referred me to her boyfriend, who worked in the labor section of the Los Angeles Police Department. He came to my public administration class and discussed the police's role in managing labor strikes.

The white pages are a good resource. I've contacted the U.S. Department of Commerce, the California State World Trade Commission, and foreign governments that have offices in L.A., such as Israel, Germany, Mexico and Canada.

The head of the international department of a Chinese bank met my class in a Chinatown restaurant. It was an enlightening experience.

Using guest speakers creates goodwill between your college and outside agencies. Several organizations have increased their awareness and respect for L.A. Trade-Technical College.

The prospect of listening to someone new will probably pique students' interest, but if they need motivation to pay attention, ask them to summarize and critique the speaker's presentation.

—Ronald L. Berg, Business,
Los Angeles Trade-Technical College

Please submit tips of 200 words or less to *faccc@aol.com*. Include your name, college and daytime phone number.

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Or e-mail **Membership Director Lyndon Marie Thomson** at *LyndonMT@aol.com* for more information.

The Faculty Association of California Community Colleges is a nonprofit professional association of **individual** community college faculty members.

Our members are instructors, counselors, librarians, nurses, part-time faculty, retired faculty (and as non-voting associate members, deans and administrators, and any others interested in the California Community Colleges.)

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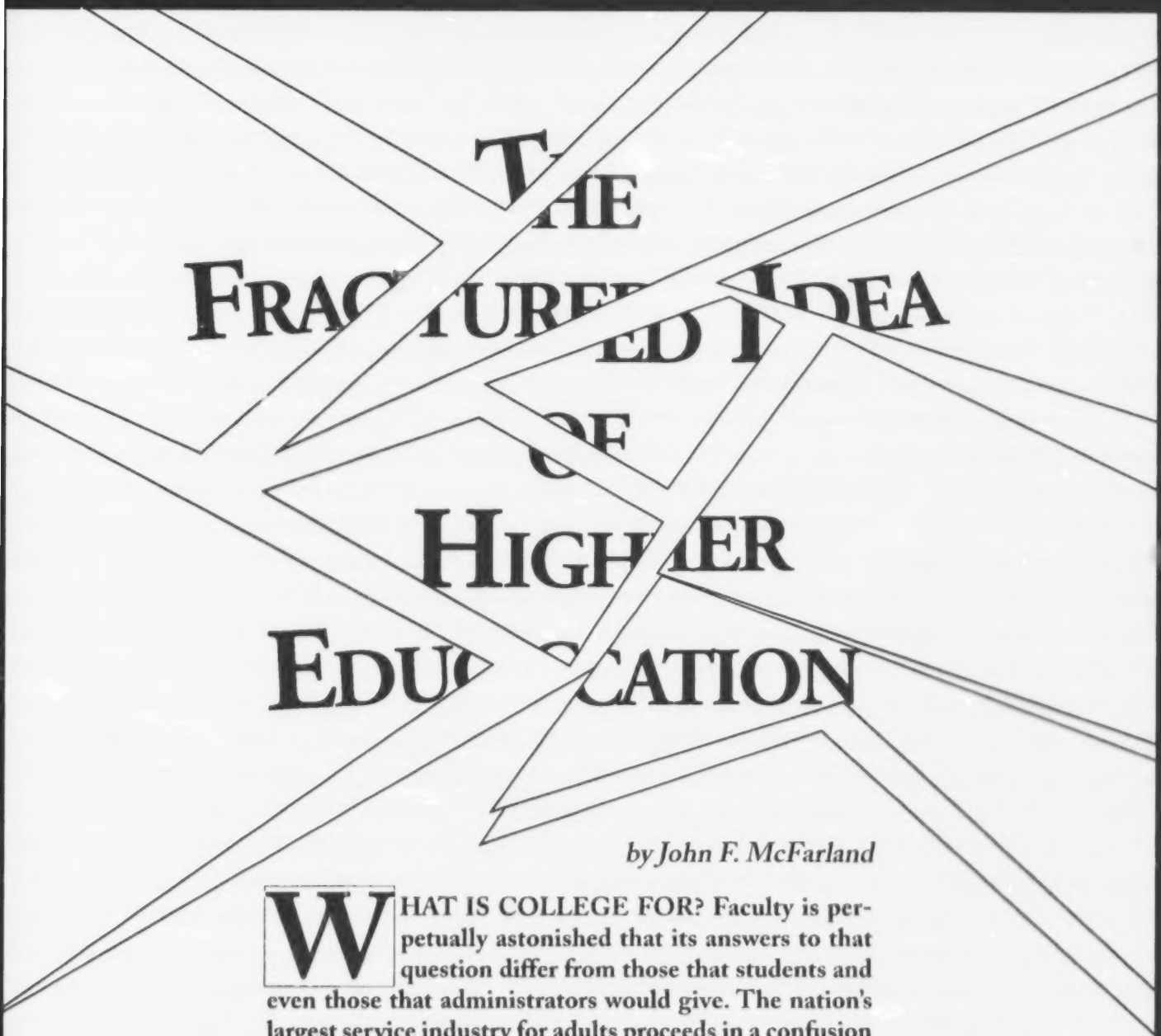


THE FRACTURED IDEA OF HIGHER EDUCATION

by John F. McFarland

WHAT IS COLLEGE FOR? Faculty is perpetually astonished that its answers to that question differ from those that students and even those that administrators would give. The nation's largest service industry for adults proceeds in a confusion of purpose quite at odds with its role as clarifier.

Not surprisingly, society at large reflects the campus dissidence, to the point where some have argued that ignorance is a safer state than what higher education creates. In the 1970s, Herman Kahn, a specialist in the gentrification of redneck views, took time from his paeans to nuclear weaponry to air his beef with educated people. What good did college do, he asked, when all that its graduates acquired was a "learned incapacity to understand and see a problem, much less a solution?" America's investment in college only weakened the nation's economy.

When Kahn fulminated thusly, 11 percent of American adults held college degrees. How much more threatening would he have found the plague of erudition when 20 years later the percentage of the uselessly learned had nearly doubled? We can guess by reading L.J. Perelman's

School's Out, which posits a Kahnoid law of nature: "As the workforce becomes more educated its rate of productivity markedly declines." Thus, factory closures offer "tangible symbols of the incapacity Kahn saw." Obviously, there are more benefits to ignorance that mere bliss.

Aside from confirming Marx's observation that to a capitalist nothing has value save as a source of production, **KahnPerelman** evinced the Cold War drive for industrial power. Other conservatives disagreed, finding the more crucial battlefield to be that of ideas. To them, education mattered. They saw colleges as cultural service stations at which undergraduates filled up with "Western Values."

Both of these *WeltPolitik* notions clashed with the more modest goals of traditional educators.

They had hoped to graduate students who could distinguish reason from nonsense; could appreciate that there are different ways to see the world and different worlds to be seen; could even develop the courage (in Lionel Trilling's words) "to look into the abyss."

This idealistic idea of what college is for is less than two centuries old, a mere sapling in the millennial growth of the European university. It was first codified in 1858 when John Henry Newman of Oxford collected a series of lectures together under the title *The Idea of the University. Idea* is the password to Newman's argument. He believed college should inculcate "the invaluable habit of pushing things to their first principles."

Idea is quite different from that adminispeak utterance, *information*. Newmanites would have students be less concerned with being informed *about*, and more with having an understanding *of*. That deeper meaning of knowledge is what Newman referenced when he agreed with Aristotle that "by nature all men desire to know." The best place to visit Newman today is in a book by Princeton's Jaroslav Pelikan. Pelikan appropriates not only Newman's title, *The Idea of the University*, but even the organization of Newman's argument, condensing the statement by use of less ornamental prose.

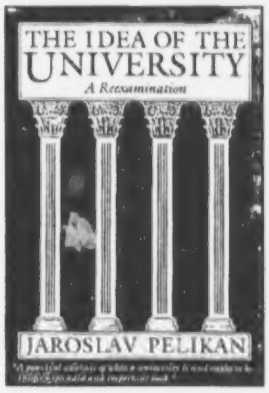
Pelikan amends Newman as well. The 19th century university had secured a divorce from its medieval beginnings, when the core curriculum had trained youths for law, medicine or theology. By Newman's day what was left was the great classics, studied to no professional purpose. This offered a nearly weightless anchor for late adolescents, freeing their truant spirit. For Victorian students "knowledge" seems to have been a garden of earthly, not ethereal delights, more Faustian than Aristotelian.

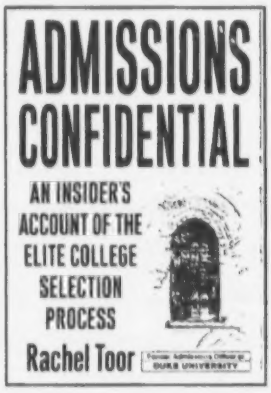
Pelikan defends the 20th century return to the notion of the student as apprentice and, more controversially, supports the German amendment that the professor do research. He even seems to honor this practical side of knowledge as equal to theoretical work. He neglects to mention that, in reality this reprofessionalization has left only a remnant of Newmanian classes to huddle together in a category styled "general education." Nor does he note that, even in their abbreviation, these courses cast few charms over those who live under the unforgiving jurisdictions of consumer and hormonic urgencies.

What does compel many students is a college whose name speaks banners. Elite campuses offer a lifetime benefit package: tony social contacts, upscale marital opportunities and, best of all, a trophy degree.

An infrequent goal in Newman's day, the sheepskin holds paramount value in Pelikan's. It opens the doors of the professional schools that offer the highest thread-count one can find in a diploma today. College education thus abets what Don Delillo calls "the American genius for making leaps to new levels of privilege."

Safe to say, the "best" colleges are not really designed for learning. Universities operate by Pelikan's rules, not Newman's. Their faculties are selected for what they put into the library rather than what they do at the podium. Such professors are usually unavailable to undergraduates and the teaching devolves to unknowns, many part-time, some speaking indecipherable varieties of English.





The Idea of the University: a Reexamination
by Jaroslav Pelikan
Yale University Press, 1993

Admissions Confidential: An Insider's Account of the Elite College Selection Process
by Rachel Toor
St. Martin's Press, 2001

Available from FACCC Book Service, *www.faccc.org*

Were students driven by an Aristotelian rage for learning they would probably matriculate elsewhere. For the zealot, a diploma would furnish an unwanted punctuation to the Nirvana of cogitation, though one suspects that few parents today would sign off on $36,000 a year simply to allow their offspring to marinate in wisdom.

That reminds us that, for parents, college is about spending. Prior to higher there is lower education. In the East, families often prep their scions in private schools, at upwards of $14,000 a year. Then they cough up $3,000 for SAT-coaching and another $4,000 for "professional guidance" on filling out application forms. The $200-plus admission fee charged by each campus counts as no more than snow on the peak.

And thus we come to ask what administrators think college is for. We can turn for help on this to Rachel Toor, whose *Admissions Confidential* offers "an insider's account of the elite college selection process." Toor chronicles a year in the life of an admissions officer at Duke University. It begins with her autumnal recruiting swing through New England and Northern California, which are her "territories." Back in North Carolina for January she will participate in decisions about which of Duke's suitors will be embraced.

But first, news about the unnatural selections. Some do not buy into Duke with the currency of academic talent. Athletes enter on criteria of their own. "Heritages" (those with Duke ancestry in their blood) are vetted by the development office. They receive approval with criteria even lower than for jocks, but only if the office determines that family members have contributed ever so generously. On most elite campuses, freshmen whose parents have purchased them a spot outnumber those admitted by affirmative action, but curiously receive much less attention. And then there is the requirement laid down by North Carolina that 13 percent of Duke's admittances be natives to the state.

The rest get in on "merit." Cheryl Conrad is a typical "autoadmit:" received eight 5s on Advanced Placement tests, had been taking college math classes since eighth grade, produced a musical in high school and entertained the troops as a cheerleader.

In far more ample supply are those applicants who, like the characters in a John O'Hara novel, "leave a favorable but not indelible impression." They are the ones with SAT totals under 1470 and GPAs below 3.9; they took few or no AP or honors classes, or (worse yet) attended schools that didn't even schedule such academic finery.

For such as these, compensatory exercises are in order. As sifting devices Duke asks for written answers to three questions. First, applicants must discuss a favorite book. (Holden Caufield remains the paradigm for the underappreciated.) Then they expand on the conundrum, "Why Duke?" (High on the list is its swell basketball team.) Finally they must tell about what they're like, an impertinence that in this age of privacy invasions goes unremarked.

Toor's liveliest chapter anthologizes student self-descriptions, with their reveries on seraphic grandmothers, adventure-seeking dads and courageous battles against censorship.

Only the coldest skeptic would observe that these narratives, however compelling, contain little about the excitement of ideas or the challenges of intellectual endeavor. We remember as well Toor's extended riff on services (costing as high as $1,400) that supply "editorial assistance" on admissions essays. We are told that Duke's science department ignores these essays and relies almost exclusively on academic records and test scores.

Toor's most valuable contribution lies in her description of the marathon sessions where selection decisions are made. Here is the unwritten chapter of Kafka's *Castle*, the one that could have demystified the procedures by which Kafka's petitions were denied. It is an account to be savored whole, not summarized briefly.

In April, Duke mails the envelopes, big ones to those offered the rapture, small ones to the left-behinds. For youths on whom the favor of heaven did not fall, this news can be heart-breaking, a notice of social extinction.

Yet even here some hope exists, since for 60 percent of those accepted, Duke was a backup choice, dropped when a better campus beckoned. Come June a second batch of fat envelopes goes out, these to folks one or two risers down. Toor acknowledges that their degrees of separation from those admitted in April are very subtle.

So, if Duke has a surplus of qualified applicants why send drummers like Toor into the hinterland? The answer is that Duke is a wannabe elite. If it rejects upwards of 80 percent of applicants and can maintain a high median SAT score it will be hawked by rating journals like *Princeton Review* as deserving of notice. In this scramble for impressive numbers, administrators serve primarily their university's and only secondarily the students' ambitions.

From **NewmanPelikan** we learn that higher education must commit itself to the pursuit of knowledge; from Toor we learn how irrelevant that goal can be within an educational bureaucracy. It is pleasing, however, to remember that in the classroom an instructor has the opportunity to subvert all the other uses of education.

John F. McFarland is a former FACCC president and was a 1995 recipient of the Hayward Award for Excellence in Education. He taught history at Sierra College in Rocklin for 32 years and has written for FACCC publications since 1972. FACCC is publishing a book of his favorite FACCC columns, which will debut at the Oct. 3-5 FACCC conference in Anaheim.

To comment, write a letter to the *FACCCTS* editor.
See guidelines on page 5.

FACCC

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faccc@aol.com
www.faccc.org

2002-03 *FACCCTS* Deadlines and Themes

Submission deadlines for the award-winning *FACCCTS* are the first of the month, two months before publication.

- **July 1** for the September 2002 issue: Master Plan Review, Evolving Role of CCs, Staff Development
- **Oct. 1** for December 2002: The Generation Gap, Governance on Campus
- **Jan. 1** for March 2003: The State Budget Process, Selling the CCs (marketing)
- **April 1** for June 2003: Student-Centered Learning & Education Fashion: Fad-ish or Fabulous

Length and Types of Submissions

- Articles and commentaries are 600 to 1,200 words.
- Book and software reviews are 300 words (or if related to education, no more than 600 words).
- Teaching tips are 200 words or less.
- Letters to the editor are 250 words or less.

For guidelines, see Publications, General Information at *www.faccc.org* or request them by calling or e-mailing FACCC.

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FACCC provides two key services to its members for only $15 per month:

Advocacy: FACCC is a statewide professional association whose lobbyists represent you before the state Legislature, governor, California Community Colleges Board of Governors, California State Teachers' Retirement System board and other important political forums.

Information: FACCC keeps its members updated on everything from the state budget to the latest legislation. You'll be in command of the facts through award-winning publications, workshops, forums, conferences and grassroots advocacy.

FACCC member benefits also include:

1. FACCC Discussion Groups

FACCC offers three e-mail listserves for general faculty and legislative issues, part-time faculty issues and new faculty issues. To join, see p. 5 or visit *www.faccc.org* and follow the links for Membership, Member Benefits.

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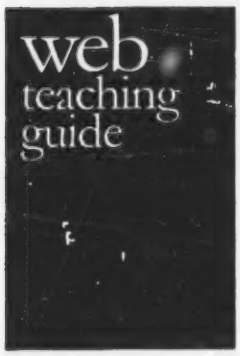
A Practical Approach to Teaching on the Web



Web Teaching Guide: A Practical Approach to Creating Course Web Sites
by Sarah Horton
Yale University Press, 2000
176 pages, paperback
$14.95

Discounted copies are available online from the FACCC Book Service at *www.faccc.org*

Reviewed by Lucy Dodge, San Jose City College

Wondering how to build a course Web site? Afraid to take the first step? Then take the time to read Sarah Horton's *Web Teaching Guide.*

This is not simply a compendium of glamorous Web sites you should emulate, wonderful multimedia tools you must use, or even reasons why you're a failure if you haven't yet created a course Web site.

As Horton writes in the introduction, "This is...written for educators whose main interest in the Web is its pedagogical potential, not its technological underpinnings."

Although she doesn't shy away from suggesting multimedia tools you might like to investigate, Horton's strength resides in her ability to present information that directly benefits those in the academic environment, whether you're an experienced Web designer or a rank beginner. Even those who pride themselves on belonging to the "None for me, thanks" school of faculty will find at least the first two chapters engaging.

You may have had the experience of finishing a job and realizing that you learned something you wish you'd known at the start. Horton helps us avoid that dilemma by thoroughly covering the need for course planning, developing goals and objectives, and continually assessing the value of your course content. Hence, even if you reach the conclusion that Web-based learning is not for you and your students, reading at least the beginning of this book will not have been a waste of time.

Before creating your Web site, research what course management systems your institution supports.

However, if you're ready to tackle creating Web-based course materials, stop and think once again before you start producing Web pages. One of the more valuable sections of Horton's book includes procedures to follow before embarking on the path of Web design. Be sure to "assess how much support you can expect to receive at your institution."

Lest you wonder why that should be your first step, Horton explains that how you use Web technologies to address your teaching needs is necessarily shaped by your circumstances. Before you even begin creating your Web site, research what Web-based course management systems your institution supports. Then, select a tool that not only works for your current course requirements but also supports changes you may wish to make in the future.

As you continue to develop your course Web site, you can use her book as a reference for site design issues you should think about and software programs you might wish to investigate. Horton describes the pros and cons of many Web tools such as Sonic Foundry, QuickTime, Photoshop, and many more you may have heard about but been afraid to use.

"How do I convert a document to Adobe Acrobat format?" "What's the problem with having a collection of links on a Web page?" "Should I use background or cover graphics on my Web site?" These and many other Web-related questions are answered clearly and simply so that you'll think, "Oh, so that's what they mean by..." the next time you encounter these Web-related terms.

And, if you feel this book has merely whetted your interest in Web materials, the extensive bibliographical references will guide you to places where you can locate in-depth information about Web videos, images, your legal rights in cyberspace, accessibility issues, and many more.

After you finish reading the book, you'll feel as if you've gained the wisdom to evaluate whether or not a course Web site serves the best interests of you and your students—even if everybody else is doing it.

Lucy Dodge is an instructor in the Computer Information Systems Department and Title III activity director at San Jose City College.

Registration Form

Mail to: FACCC EI, 1823 11th Street
Sacramento, CA 95814
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Name _____ College _____

Address _____

City, State, Zip Code _____

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- ❒ Saturday only - $149 ($129 for FACCC members)
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- ❒ Other Special Accommodations

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To help us plan for space, please check your primary interest:

- ❒ Technology
- ❒ Leadership
- ❒ Policy & Politics
- ❒ Part-Time Issues
- ❒ Teaching and Learning
- ❒ Diversity

New FACCC members: Don't forget to use the $50 coupon in your new-member packet.

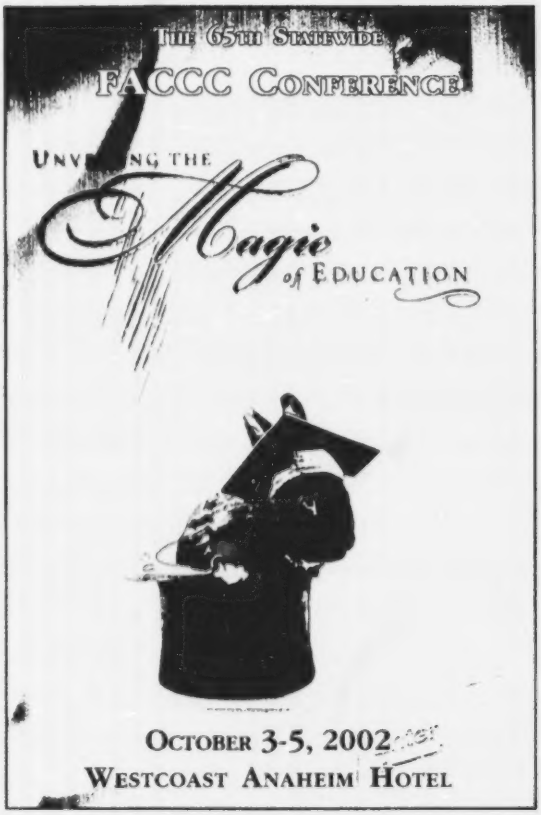
Reserve your room early

We have secured an excellent room rate at the WestCoast Anaheim, and the hotel is next door to Disneyland. Bring the whole family for the weekend – and act now, before the rooms are sold out.

Call **(714)750-1811,** or e-mail room reservation requests to: ***bciccarelli@wcanaheim.com.***

Don't pay for it all yourself

Many conference attendees receive assistance from multiple sources. Consult your **Staff Development Office** about availability of conference funds. And read *www.faccc.org/new/workshop/How To Get Funds.pdf* for funding tips.



Key Invited Speakers

★ Norton Grubb, UC Berkeley professor and noted author on CC issues

★ Aida Hurtado, author of *The Color of Privilege*

★ Christopher McCarthy, author of *The College Professor in Poetry*

★ Cecil Murray, famed preacher and evangelist

Key Events

★ In the Aftermath of 9/11: State & Federal Policies

★ Community Colleges: Real or Mickey Mouse? Is There A Magic to UC?

★ Awards reception and performances by noted illusionist Renzai.
Wear a mask of your choice for a magical evening! Formal attire optional.

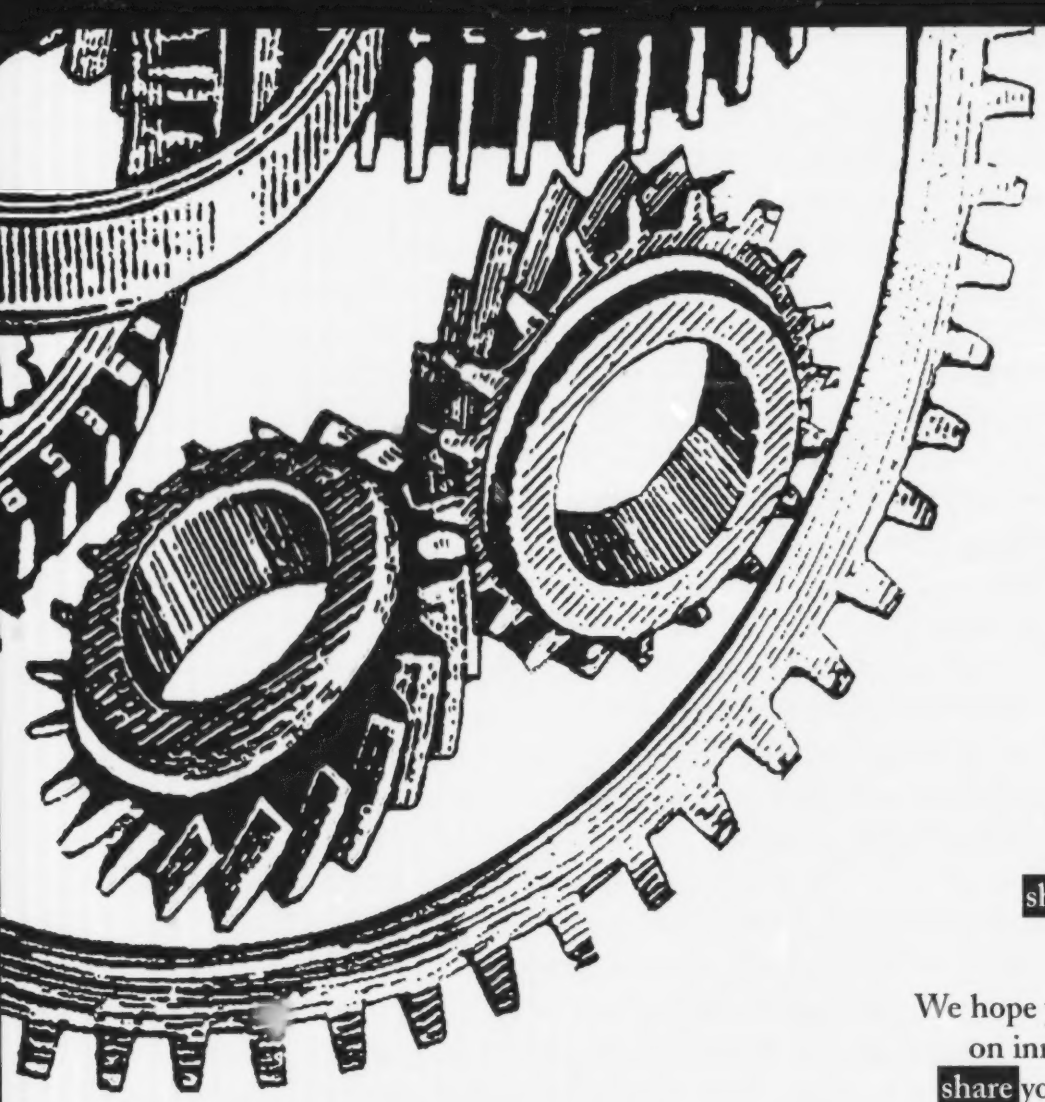
★ Campaign experts opine on the governor's race and election

★ Democratic and Republican legislators discuss the latest issues

Seminars

- Rhythm and Hues – Disney collaborations – special effects
- Accreditation Change Proposals
- Online Student Services – "The Face of the Campus Online"
- Information Competency – California Virtual Campus and the Chancellor's Office
- Winning a Local Bond Campaign
- Greening your College: How to Develop Sustainable Building Standards (especially if you have recently passed a bond)
- Part-Time Issues: New Money Calculations
- Making Headlines: Getting Faculty Issues into the News
- Dealing With Difficult People
- Show Us the Money #1: Smoke and Mirrors
- Show Us the Money #2: Fiscal Sleight of Hand
- Campus Leaders: Old and New
- Technical training by Adobe, Macromedia, Apple, and others
- Satellite Campuses: Standards, Governance, other issues.
- Prepackaged Online Courses – The Magic Bullet?
- Fish Training (Seattle Fish Market customer service study)
- Election Analysis (role-playing exercise)
- Issues in Occupational Education
- Making Faculty a Political Force
- Magic in Experiential Learning
- Optional Retirement Plans
- Beyond CalSTRS: Retirement Planning
- Compressed Calendar Issues
- The Magic of Compound Interest
- Getting Real with Diversity
- Good Classroom Practices and the Internet
- Innovative Teaching and Learning
- Keeping Enthusiasm and Humor in the Classroom
- Part-time Seniority and Rehire Rights
- Brock Klein's "Block Programs" for Interdisciplinary Courses

Group discounts available for Disneyland, Knotts Berry Farm, Mighty Ducks



Innovation means
breaking the rules.
Changing traditions
and customs.
Shaking up the
established order.

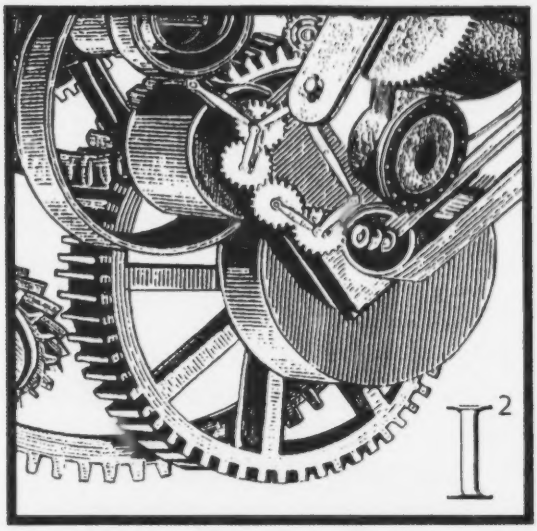
Looking
at things in a new way.
Innovation is about
shifting your pespective.

It takes courage.

We hope you enjoy these articles
on innovative programs, and
share your own stories with us.

—FACCC Communications Committee

I^2 Cultivating Innovation



Greening Your College

by Mona Field,
Los Angeles Community College District

Now that many community college districts have successfully passed local bonds, and because a statewide facilities bond appears to be heading for the Nov. 5 ballot, many colleges will start moving into the planning, design and construction projects that will expand our ability to serve students. Both renovations and new construction projects will break ground.

A recent policy decision in the Los Angeles Community College District regarding how to build or restore those new buildings has been praised by environmentalists. Martin Schlageter, conservation coordinator for the Angeles Chapter of the Sierra Club, hailed it as "a huge step in protecting our environment and making Los Angeles more livable."

Why should colleges worry about sustainable (a.k.a. "green") building? Because we all live on the same planet. Because global warming is a reality that is already causing permanent harm. Because the United States needs to catch up with many other nations in developing ways to minimize the use of polluting energy sources. Because green buildings are safer and healthier to work in. Because, over time, the college will save money on utilities (thus having those funds available for programs and services to students).

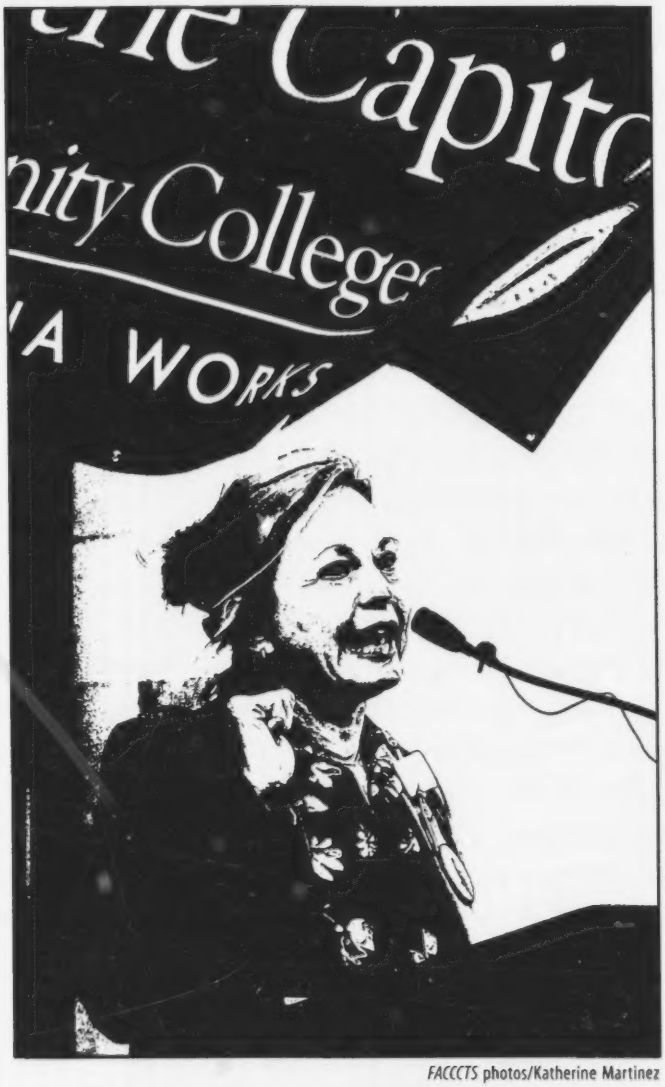
The LACCD sustainability policy is both simple and complex. The simplicity is the concept of building to suit the realities of our scarce resources, especially water and fossil fuels. Using sensible construction methods that enhance the use of natural light, use solar power, require low water usage restrooms, and maximize drought-tolerant landscaping can save money for decades to come. Other simple concepts that protect the health and increase productivity of both students and employees

Visit *www.faccc.org*, Publications, Web-Exclusive Articles for more commentaries related to this *FACCCTS*

- The Coming Information Competency Graduation Requirements, by Friedrich K. Brose
- *The Holy Spirit of My Uncle's Cojones*, reviewed by Mona Field
- Drinking with Keats, by Troy Myers
- FACCC's response to the Master Plan for Education governance working group final report, by John Queen
- *The Sacramento Bee's* Daniel Weintraub shares his insider's perspective at Leadership Lobby Day
- More articles on innovative community college programs
- April Question of the Month on innovation

LRL 159

Storming the Capitol



FACCCTS photos/Katherine Martinez

First CCC Day Draws 900

The first California Community Colleges Day at the Capitol on April 30 drew 900 alumni, students, faculty, staff and administrators for a rally and meetings with legislators.

FACCC President Carolyn Russell, above left, joined legislators and other college leaders who spoke about opposing funding cuts. Former Assembly Speaker Robert Hertzberg, left, shouted "I love community colleges!" several times, inciting cheers from the crowd.

The event was inspired by a FACCC-sponsored idea submitted to the chancellor's Consultation Council in December 2000. At the end of the afternoon speeches on the Capitol's west steps, Chancellor Tom Nussbaum said "Every legislator I talked to was impressed by this presence."

160

include restrictions on the use of toxic materials, well-designed ventilation systems, and "local control" of room temperatures (i.e., windows that open).

The complex part involves the shared governance process regarding how individual buildings meet the new environmental standards. In a multi-campus district such as Los Angeles, decentralization of decision-making requires that each college develop its unique building plans with the district office keeping watch over district-wide concerns, including the economic value of mass purchasing of construction materials and the citizen oversight reviews required by the bond.

Finding the right balance between college-level decisions and district-wide mandates was a delicate task that took numerous discussions. For the single-campus districts, this layer of complexity will not exist. However, a new "shared governance" element may emerge in the inclusion of "external resource experts." In L.A., the district welcomed the input of environmental groups with expertise in sustainability, including the Sierra Club, Coalition for Clean Air, Global Green and Greenpeace. These organizations mobilized to support the district's efforts and provided invaluable information and networking, including connections to the Governor's Office of Planning and Research and the state Chancellor's Office environmental policy staff.

Why should colleges worry about sustainable (a.k.a. "green") building? ...Because green buildings are safer and healthier to work in...

Involving the "external experts" also brought excellent public support as the board of trustees deliberated the policy details. A number of public hearings stimulated the participation of speakers as well as many letters of support from community members, elected officials and concerned organizations. The district gained positive public relations (many newspapers covered the story) and showed its responsiveness to the community.

If you want your future workplace to be healthier, to enhance the environment, to use fewer scarce resources, and to cost less to operate over time, please ask your board of trustees what they are doing to plan for sustainable, green campuses as your district builds or renovates.

Mona Field, a former FACCC governor, teaches political science at Glendale Community College and is a trustee of the Los Angeles Community College District.

For more information, e-mail *fieldm@laccd.edu*. Also, visit *www.laccd.edu*, Proposition A, Sustainability Policy.

Innovative Speech Classes Online

by Michael Akard, Modesto Junior College

My students at Modesto Junior College have embraced a new kind of course that allows them to attend class both at home and at school: "the hybrid."

"I can do the work at home and I don't feel like I am an absent mother and wife."

"I don't have to make the drive to campus every week for class; it saves me quite a bit of time."

"I am an early riser, so I can work between 4:30 and 6:30 in the morning, but there are few classes offered at that time!"

These are student comments about the two Internet-based speech communication courses at Modesto Junior College: Fundamentals of Public Speaking and Introduction to Human Communication.

The classes are not strictly "online" in the sense of having no personal contact. As "hybrids," they require regular classroom attendance, but not as much as a traditional class. We replace part of the lecture time with distance-oriented tasks, which may require students to read extra material, conduct research on the Internet, watch videos, or complete other activities that do not require the student's presence in class.

While distance education has been around for decades, and online education is well established at many institutions, there is a prevalent notion that faculty should teach speech classes strictly face-to-face. This is despite studies (such as "Paradoxes of Online Work" by Leonard J. Shedletsky and Joan E. Aitken, published in the July 2001 *Communication Education)* that have shown online instruction and traditional instruction to achieve similar student outcomes and the fact that some colleges, such as Clackamas Community College in Oregon and North Iowa Area Community College in Iowa, have found creative methods for conducting public speaking classes completely online.

At Modesto, we take an innovative approach by offering hybrid speech communication classes. We combine the face-to-face feature of a traditional classroom with the flexibility of online instruction.

The beauty and strength of these classes is that they combine synchronous with asynchronous instruction. That is, students sometimes interact with the instructor and the content material live and sometimes at the students' convenience, a combination that researchers have found to be very powerful in enhancing quality of learning, according to the study "Effectiveness of Combined Delivery Modalities for Distance Learning and Resident Learning," in the Fall 2001 issue of *Quarterly Review of Distance Education.* As one student explained, "Taking a hybrid class gives you the best of both worlds."

In addition to the theoretical benefits of presenting course material via multiple channels, and the evidence that students learn as well in a virtual classroom, hybrid speech classes also help students because students read and write more than in a more conventional class.

For example, a class discussion becomes a writing task. Students must organize multiple impressions into coherent ideas, and then group their ideas into cohesive paragraphs before posting them to the discussion board, submitting them as a graded essay, or converting them into a five- to seven-minute speech as La Vergne Rosow describes in "Technology in Education: Equity and Theory are Key" in the July/August 2001 *TechTrends.*

Such organizational skills are essential for any public speaking assignment, just as they would be for composition in an English class. It makes sense, then, that an online medium would help a student become increasingly adept at this process.

Of course, because of the innovative juxtaposition of pedagogical elements in a hybrid class, students face unique challenges. I asked students what advice they would offer someone who was interested in taking a hybrid class:

- *Be sure to allot the same amount of time you would for a traditional course.*
- *It is important not to get behind. There is more reading in the hybrid/online classes.*
- *You must be disciplined; it takes even more time than the traditional setting.*
- *Read ahead as much as you possibly can.*
- *I would recommend familiarizing yourself with every page available on the online Web site and when your teacher posts online reading, make sure you check out all the links so you don't miss anything important.*

Students appreciate the flexibility of online instruction combined with the personal quality of face-to-face meetings. They are able to learn the material, participate in class, and

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"I think it is a great tool for those of us who are working and have a family and are trying to further our education," one student wrote. "I am thankful that MJC offers online courses for us to take."

Michael Akard holds associate and bachelor's degrees in music and a master's degree in linguistics and teaching English as a second language. He has taught at the college level since 1988, including three years in Kuwait and two years in the United Arab Emirates. He is the computer laboratory instructor and coordinator at Modesto Junior College, where he also teaches speech communication traditionally and online.

Read More About It

Clackamas Community College, Online Course Catalog,
http:/dl.clackamas.cc.or.us/CourseCatalog.htm

North Iowa Area Community College, NIACC Online Classes,
www.niacc.edu/progserv/distance/nonline.html

A Culture of Innovation

by Leo E. Chavez, Foothill-De Anza Community College District

One of my favorite analogies about our community college system is that we're constantly in the position of, in effect, installing a turbocharger on a Model T. We all have our eyes on a brand-new, efficient version with all the latest features. Instead, we have to boost an outdated model, forcing it to go faster and more powerfully to serve our needs, while the essential structure remains antiquated.

True innovation is the capacity and structure to treat each student as a unique individual—to listen to his or her personal aims, and develop a customized package to address goals, abilities and time constraints. We need a culture of innovation, which has two prerequisites: first and foremost, that we are truly student-centered, and second, that we initiate and continue an atmosphere of supportive inquiry and analysis.

We need to learn our students' definitions of success and assess whether we in the community college system are helping them to meet their goals, as well as analyze whether student outcomes are improving. We must offer options beyond the traditional classroom, such as watching a video of a lecture if a student is unable to attend a class, and conducting distance learning via the Internet. In the Foothill-De Anza Community College District, we've created distance learning programs centered on a variety of online courses. De Anza's Distance Learning Center now enrolls more than 8,000 students each year, with the Associate in Arts degree available via television.

We at Foothill-De Anza are working on another key innovation, funded in part by grants from the Partnership for Excellence. The Computerized Analysis of Transcript System tailors an education plan for every student, based on his or her major, interests and goals. A truly dynamic document, CATS will also be able to instantly address "what if" scenarios—the courses are needed for a change of major, for example. Counselors and instructors can track students' progress electronically with CATS, assessing potential "risk" and enabling our faculty to prescribe interventions, such as tutoring, consultation, or study skills classes. CATS is very much a student success model, enabling our students to have the guidance and information they need right at their fingertips. Counselors will, of course, be available to guide students through the initial phase of creating their electronic educational plan, as well as to provide ongoing counseling and advising services using the Web.

We are working with many partners—including a number of California colleges and universities, the University of Nevada, Las Vegas, Microsoft Systems and Project ASSIST, a database that shows how courses are articulated within the California public higher education system—to expand the CATS project to include a component called Electronic Transfer Guarantees. eTAG ensures student transfer from two-year to four-year institutions based on the completion of prescribed courses, and helps receiving institutions to handle enrollment management planning. The district is conducting final testing on the electronic educational plan portion of the CATS project, and will begin implementing the program as early as this fall.

In giving students what effectively amounts to a personal counselor, and carefully tracking their individual outcomes, CATS is a true innovation. Here at the Foothill-De Anza Community College District, we're trying to do much more than turbo charge our Model T. We're working to create a driver-responsive vehicle, with all the innovative features that includes.

Leo E. Chavez holds a doctorate in history and has been chancellor of the Foothill-De Anza Community College District for seven years. He serves on the boards of the League for Innovation in the Community College and the Chief Executive Officers of the California Community Colleges.

City College Hosts the World

by Sharon Seymour, City College of San Francisco

City College of San Francisco has one of the largest English as a Second Language departments in the world, with more than 350 ESL instructors serving about 5,000 students in credit and 29,000 students in noncredit each year.

To promote student success, ESL faculty members have researched innovations in our field and we're excited to launch new programs in both credit and noncredit next fall.

Credit Curriculum Reform

Thirty one percent of our college's graduating students started in credit ESL courses. The ESL program serves seven levels, from high beginning to advanced. Students at the intermediate and advanced levels are typically enrolled in mainstream courses as well as ESL.

After three years of preparation, we will move to a new curriculum of six levels next fall. Key changes from the existing curriculum include:

- Integrated reading, writing and grammar courses at each level, including increased vocabulary instruction
- Integrated academic listening and speaking courses at four levels
- Reading and listening topics to be chosen from general education content areas
- Increased emphasis on academic skills to better prepare students for success in mainstream college courses
- Increased hours of instruction at the upper levels, including a required lab hour

ESL faculty members decided on these changes after studying current student success rates, interviewing and surveying faculty and students, surveying other ESL programs in the United States, asking mainstream instructors what ESL students need, and reviewing literature and best practices in the ESL field.

We decided to integrate reading, writing, and grammar in one course because college students need writing skills that enable them to respond to what they read in their college courses. They need to recognize, synthesize and retrieve information from readings, and have a high-level vocabulary.

We know that students who succeed in our stand-alone grammar class are sometimes not able to use the grammar they learned in real life. Students and instructors agreed that the three hours a week of instruction that we offer in our upper two levels was not enough. We also recognized that we needed to strengthen the academic nature of our listening and speaking courses to prepare students to become critical thinkers and effective communicators.

The University of California accepts up to eight units of the top four levels of these ESL reading, writing and grammar courses as elective credit and the California State University accepts all of these courses at the top four levels as elective credit.

Non-Credit Pilot Program

We plan to pilot a managed enrollment program in the fall. We currently allow students to enroll at any time on a space-available basis. We are also very flexible about attendance policies, allowing students to continue a class, even if their attendance is not consistent.

Regularly-attending students sometimes complain that the classes don't move fast enough and there is too much time spent reviewing or reintroducing material to accommodate the new students who enter. Instructors sometimes find it difficult to integrate new students into the existing class and maintain a sense of class community. We also know that by mid-semester 50 percent or more of the students who started the semester are no longer in the class.

The key features of the new managed enrollment plan include:

- Shorter sessions: nine weeks instead of 18
- Enrollment only during the first three weeks of the session
- Dropping students who attend less than 80 percent of the time, referring them to regular "open-enrollment" classes

We plan to pilot the program at selected sites and times in our beginning levels of noncredit. We hope that students will be more successful and able to move through the program more quickly in a managed enrollment program.

Other community colleges and adult schools that have tried managed enrollment in California have found that student success improves and student and instructor satisfaction increase.

Sharon Seymour is chairwoman of the ESL Department at City College of San Francisco and has taught in both the credit and noncredit ESL programs. She has been a FACCC member since 1992.

A New Vision for CalSTRS

Jack Ehnes

CalSTRS chief executive officer. Worked for Great-West Life & Annuity Insurance Company, Denver, Colo., (vice president for corporate affairs, trustee/plan administrator for Great-West's employees' defined benefit and defined contribution plans); Colorado insurance commissioner; Colorado Public Employees Retirement Association (board trustee, chairman, vice chairman).

Served on national task forces through the National Association of Insurance Commissioners, healthcare and insurance commissions, and various Colorado advisory boards.

Awards include the 1992 "State of Colorado Manager of the Year" award, the 1999 "Career Service Award" from the Colorado Group Insurance Association and recognition from the Colorado chapter of American Association of Retired Persons for outstanding public service.

Education: bachelor's and master's degrees in sociology and economics from Cornell University and Vanderbilt University, respectively. Studied health care policy under a federal government fellowship.

Originally from Rochester, New York

by Katherine Martinez, Managing Editor

It was Jack Ehnes' first week on the job as CalSTRS' chief executive officer. He had flown to Sacramento from Colorado two days before starting at the California State Teachers' Retirement System on Feb. 4.

With people to meet and a mountain of information to read, Ehnes still found time to do what many executives wouldn't: personally call members.

"I'm not just signing papers," Ehnes told *FACCCTS* during a March 20 interview in his office, gesturing toward the stacks of documents and reports on his desk.

One woman in particular had called CalSTRS several times with questions but had been unable to find a solution to her problem, so she wrote a letter. Ehnes had an enlightening conversation with her.

"She had some very, frankly, insightful comments about our service," Ehnes said. And, "it meant something to her not just to get a letter, but to actually get some direct resolution."

It's his passion for helping people that has led the former Colorado insurance commissioner to become leader of the third largest pension fund in the nation, with an investment portfolio of about $100 billion, serving 687,000 K-12 and community college educators.

"I believe a system as large and complex as CalSTRS demands visionary leadership," said Carolyn Widener, the community college representative on the CalSTRS board. "I am impressed not only by the breadth of Jack's public and private sector experience, but also by the depth of his analytical knowledge. Most of all, he is a great communicator."

Ehnes explained how his personality is well-suited for the task of leading CalSTRS.

"I am very rewarded working in complex business environments that have a lot of difficult challenges to them—and no obvious answers...," Ehnes said with a laugh. "But ultimately I am rewarded by seeing how what we do touches either the consumer, the public, the beneficiary, etc."

Why did he apply for the CalSTRS position?

"Becoming CEO at CalSTRS offered an opportunity to take the helm of a well-regarded pension plan on solid footing," Ehnes said later in an e-mail. "It also was a place where I knew I could make a difference."

Investment Strategy

EHNES IS FRIENDLY and upbeat. He's also candid when asked about difficult topics. A television station interviewed him earlier that morning about CalSTRS' opposition to the merger of Hewlett-Packard with Compaq. CalSTRS had issued a March 14 press release on its position. HP declared victory soon after the March 19 stockholder vote, although it would be several weeks before the official results were announced.

FastFACCCT *Ehnes went to high school with CalSTRS Deputy Chief Executive Officer for External Affairs and Program Development Ed Derman.*

Ehnes said that when reporters called about the merger, the first question they asked was, "Why did you do a press release?"

"It was my view that you don't just vote the proxy in some insular fashion," said Ehnes, who believes it's important for retirement systems to be vocal about their views. "...Obviously we're trying to do more than that, and convince other plans of the merits of our issues."

"If you look at the major pension funds, the top three all voted the same way: ourselves, New York and CalPERS all arrived at independent conclusions" on the merger.

CalSTRS holds 3.3 million shares of HP and 5.3 million shares of Compaq. CalSTRS officials met with Walter Hewlett, who serves on the HP board of directors and is against the merger, and Chief Executive Officer Carly Fiorina, as part of its research in making a decision.

CalSTRS's concerns focused on two main points: the integration risk seemed too great to be overcome on a transaction this large and complex, and the merger would dilute HP's position in its profitable printer and imaging unit. Ehnes said there was an "ample body of evidence that shows mergers of this type are very rocky."

But Ehnes said the system considers its HP stock a long-term investment: "We're not going to leave this investment at all. Up or down, we stay invested in HP and Compaq because it's in our index fund."

Customer Service: A Top Priority

CUSTOMER SERVICE was a major topic of his job interview, and Ehnes said board members made their high expectations clear. With a background in both the public and private sector, Ehnes brings a wide perspective on this topic to CalSTRS.

Ehnes acknowledged that the system has struggled to meet expectations, due in part to the plan's sheer size and a complex benefit structure that is difficult to understand and explain.

But he wants a "world class level of service," much like the Ohio teachers' retirement system, for example.

"We absolutely have to do better," Ehnes said.

"So now we need to start over again with the question, 'How do we begin that lifecycle of education in a much more rigorous fashion?' " Ehnes said. "Another issue for me and the organization is creating a different vision of member education and involvement."

Ehnes has visited with a number of pension plans around the U.S., and said he was impressed by the CalSTRS board's respect for the views of its client advisory groups, such as the employer and employee/retiree advisory councils.

How National Issues Affect CalSTRS

EHNES DISCUSSED what he calls "unsolvable issues" that will be difficult for all groups to discuss and resolve: (1) Congress has failed to resolve Medicare issues, (2) it wants to do something about Social Security but hasn't had constructive discussions on it, and (3) continues to struggle with a worsening health care crisis "that baffles all of our best experts."

The Enron scandal drew attention to defined contribution plans, in which employees' retirement savings are not protected if the stock loses value. Ehnes said the discussion has transferred from the policy arena to vendors' political agendas, which requires systems like CalSTRS to be vigilant about preventing economic destabilization and changes that would adversely affect members' benefits.

His personal vision includes improving all the basics...then making sure members understand the issues and choices regarding their retirement

System and Personal Goals

CLEARLY, I WANT TO MAKE SURE that what's important to the board is things that we're working on; that we do have an absolute common vision," said Ehnes, who added that the board wants to get more involved in the strategic planning process in terms of examining the system's structure, customer service, electronic commerce, etc.

His personal vision includes improving all the basics, such as providing accurate information and courteous service to members, then going beyond that to making sure members understand the issues and choices regarding their retirement so that one decision does not adversely affect their annuity or health care.

Ehnes has a strong interest in retirement policy and wants to make sure CalSTRS is engaged in local, state and national discussions to ultimately benefit its members.

His plans for the near future included meeting with other constituency groups. Ehnes said he welcomes hearing FACCC's issues and concerns: "I absolutely want to communicate as much as we can."

For a longer version of this article, see www.faccc.org, Publications, *FACCCTS*, June 2002.

Carolyn A. Widener

Community college representative, Teachers' Retirement Board. Appointed by Gov. Gray Davis to a four-year term in February 2001.

Counselor and instructor in the Los Angeles district since 1970; English professor at West Los Angeles College since 1989; executive vice president of the Los Angeles College Faculty Guild-AFT Local 1521; served on the FACCC Board of Governors Retirement Committee.

Education: Bachelor's degree in history, University of California, Los Angeles; master's degree in education and counseling psychology, and a certificate in Teaching English to Speakers of Other Languages from the University of Southern California.

Originally from Los Angeles, Calif.

FACCC member since 1992

The following is from a March 13 interview with Managing Editor Katherine Martinez. For a longer version, visit *www.faccc.org*, Publications, *FACCCTS*.

What were your expectations of being able to influence CalSTRS policy?

I'm trying very hard to initiate new communication channels and ensure that we have maximum communication about the most important retirement issues for community college faculty by regular reports to the Community College Board of Governors, workshops at faculty conferences, and articles such as this one.

Have you met your expectations?

Yes. The STRS staff tells me that they hear more about what the community college issues are. Also, I have worked with other board members to address issues of member services and hiring a new CEO.

What issues are you working on now?

For the part-time faculty, how districts compute their service credit affects how rapidly they can vest in the system. In some districts, vesting takes twice as long as in others. I have been bringing this inequality to the attention of the CCC Board of Governors and urging adjunct faculty to participate in the client advisory meetings at STRS.

A second issue is we have at least a dozen community college districts up and down the state which have still not held a Medicare election. This means faculty who retired beginning in January 2001 are not eligible for the program where CalSTRS pays for Medicare Part A [hospitalization].

A third issue that represents a concern for all community college faculty is the opportunities that are provided under the federal Pension Reform Act of last year.

I want to especially urge our FACCC readers to support the bills [that will allow increased opportunities for tax-deferred savings, and to purchase service credit]: Senate Bill 657 (Scott) and Assembly Bill 1122 (Corbett) and AB 1744 (Corbett).

What has been your greatest success so far?

I hope that I have increased the staff's and other board members' awareness of the community college issues and I hope that I've been able to help members feel that they really have a voice and that their concerns about STRS can be heard. I do get a tremendous number of phone calls and e-mail from community college faculty about both their personal situation and issues they think affect everyone.

I urge faculty to e-mail me [*widenerc@attbi.com*] if they have questions or concerns.

What are the top issues CalSTRS will face in the next five years? The next 30 years?

One challenge is we need to preserve these defined benefit programs. And we do that by educating our members on how valuable they are. Tragically, Enron shows us what can happen when we change these plans to defined contribution plans. They can make a lot of money for a few years and then just as rapidly lose it.

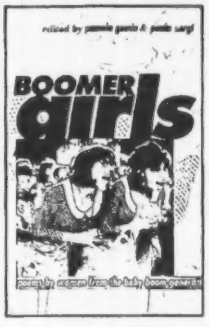
The second challenge is to earn enough money so that we can meet our actuarial commitments. Our fund needs to earn 8 percent a year. This is where I think it's important for public pension funds to insist on what's called "good corporate governance" practices.

The third big issue facing the STRS fund is Social Security. Some of our members are seriously harmed by the Social Security "off-sets." However, the entire system would suffer if any of the commissions "reforming" Social Security succeeded in forcing CalSTRS members into Social Security.

The last big issue I see for our system is retiree health care. Unlike many public employees in the state, retired teachers

Book Review

Between Betty Crocker and Gloria Steinem



Boomer Girls: Poems by Women from the Baby Boom Generation
edited by Pamela Gemin and Paula Sergi
University of Iowa Press, 1999
236 pages, paperback
$12.95

Available from the FACCC Book Service at *www.faccc.org*

Reviewed by Pamela Palmer,
Palo Verde College

Perhaps I was predisposed, as a Boomer Girl myself, to react with enthusiasm to this collection of poems written by my contemporaries. Still, upon rereading, this book continues to exceed my expectations.

The concept for the anthology began with a call for coming-of-age poems written by women born between roughly 1945 and 1964, with the editors asking, "Where were you between Betty Crocker and Gloria Steinem?"

Divided into five sections, the book begins with "The Small Knowledge of Our Bodies," remembering early childhood through adult eyes, with images as diverse as movie queen paper dolls, dressing as a geisha girl for Halloween, and fidgeting in a welfare waiting room. Followed by "The Age of Unlimited Possibilities," poems of mostly later childhood contrast budding sexual curiosity with the horror of incest; growing awareness of cultural differences with the first sting of prejudice; and growing up with the excitement of the moonwalk curbed by the threat of nuclear holocaust.

"The Dark Dialogue" tells of relationships as young women explored their emotions and sexuality. "The Music of the Rest of Our Lives" continues with more relationship poems, many referring to the musical backdrop of radio and stereo that became personal soundtracks for our individual lives. The loss of innocence weighs heavily as romantic ideals are shattered, but a new strength begins to emerge.

The building crescendo toward maturity climaxes in "Above the Chains of Flesh and Time." All that Boomer women have been, now are, and have yet to become is embraced with humor, quiet acceptance and rowdy celebration.

Boomer Girls is an excellent anthology encompassing the experiences of diverse women in a single generation. The book, which includes a poem by FACCC member Millicent Borges, would be appropriate supplemental reading for English and creative writing classes, and courses in women's studies, multiculturalism or current events.

Pamela Lynn Palmer is a part-time reference librarian at Palo Verde College in Blythe. Author of poetry, fiction, history and folklore, she serves on the FACCC Board of Governors Communications Committee.

don't have a state health care system. I'm very proud of the successful effort to have STRS pay Medicare Part A, but it's not enough. For example, Medicare does not pay for prescription drugs.

What is the best way for community college faculty to influence the CalSTRS board when it comes to their specific issues and concerns?
The STRS board is very responsive. I think faculty need to work through FACCC and other community college groups. I'm very proud of FACCC and my own local [union] because I think we work very well in coalition with the groups from K-12. I think we need to look for common ground. The community colleges are less than 10 percent of the CalSTRS membership [of 687,000 members and benefit recipients]. So I think we always have to look for ways to build effective coalitions with K-12 to improve our retirement.

What thoughts do you have for FACCC about its work on retirement issues?
I think FACCC has had a leadership role in this coalition-building. FACCC has been an important player in the reforms in 1988 and 2000 that have improved our retirement up to 40 percent for many full-time tenured faculty, so FACCC has a great deal to be proud of. I think the greatest need in community colleges now is with part-time faculty retirement. I urge the FACCC Part-Time Faculty Committee and FACCC Retirement Committee to work together to address this outstanding need, and I'd be delighted to help.

Accountability: Is It Really A Four Letter Word?

by Norv Wellsfry, Cosumnes River College

Accountability—now there's a four-letter word if I ever heard one seems to reflect a common feeling of faculty.

In a February *Perspective* commentary, "New accreditation standards would impose corporate approach," Marty Hittelman, president of the Community College Council of the California Federation of Teachers, referenced a letter to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. He wrote that CFT would "... oppose using so-called 'quantifiable outcomes' as the mandated approach to determine the effectiveness of education... We do not feel that the 'learning objectives' and 'outcomes' approach to education necessarily produces the highest quality educational experience."

Hittelman also referenced an "extended and carefully researched critique of the Academic Senate for California Community Colleges" ("Draft B, Accreditation Standards—Shaping the Dialogue," Feb. 14, 2002). This analysis resulted in several strongly-worded proposed resolutions at its fall plenary session that were directed at overturning an "outcomes" approach to accreditation.

Both the CFT and Academic Senate positions seem to reflect a fundamental opposition to *accountability/outcomes assessment*. The past few years have seen a significant rise in "outcomes based" approaches. One of the most prominent in recent years was the Partnership for Excellence (known as PFE).

Although embraced by the community college community, PFE is clearly a "performance-based" approach to funding. Although the standards in PFE have not had much impact on funding to date, there have been rumblings in the Capitol during this year's state budget process to delete PFE funding because colleges have not met their goals.

This certainly reflects a legislative interest in performance. Vocational education has been addressing accountability issues for more than 10 years. The Perkins Vocational and Technical Education Act (commonly known as VTEA) includes "core indicators" and standards that colleges, and the state, must meet or potentially incur "sanctions" in the form of reduced funding. The "outcomes assessment" focus of the proposed accreditation standards is not a new phenomenon. The existing standards have a clear focus on outcomes assessment and many of the accreditation recommendations that colleges receive are based on concerns related to Standard 3—Institutional Effectiveness. Those involved in accreditation have seen an increasing emphasis on a "culture of evidence." This is a national trend and several of the regional accrediting bodies have more emphatic outcomes assessment standards. Therefore it is clear that "quantifiable outcomes" are already present and prominent within community colleges.

The negative reactions to accountability and outcomes assessment seem to assume that the terms mean compliance and that "failure to comply" will result in sanctions. That is clearly the message within VTEA and seemed to be implicit in the state budget discussions in Sacramento.

Therefore we as faculty have two options. One, we can actively oppose accountability. If we do there is a danger that legislators and regulators will determine how we measure success. Our other option is to use outcomes assessment and accountability as a process to improve our programs. We should be the ones to determine the measures of student success and the processes to measure that success so that accountability systems will improve our programs. Certainly the new accreditation standards encourage that (see "Shaping the Dialogue"). The standards do not specify the outcomes. Rather they allow institutions to define their mission and to develop a planning process "that leads to achievement of educational goals and improvement of institutional effectiveness and student learning" ("Shaping the Dialogue," p. 2, Standard II.B). The new standards actively encourage colleges to "identify student learning needs and to assess progress toward achieving stated learning outcomes." ("Shaping the Dialogue," p. 3, Standard II.A.1).

We currently have the opportunity to shape the dialogue. Outcomes assessment will enable us to more effectively determine how to measure student accomplishment of learning objectives and measure the effectiveness of our processes. This will help us to focus our improvement efforts.

Faculty should embrace the program improvement perspective of outcomes measurement. If we look at outcomes assessment as a more effective way to determine whether we are accomplishing our goals and to become better and more effective, then it becomes a positive exercise rather than the burden of the slings and arrows of outrageous accountability.

This spring I conducted workshops for vocational administrators and faculty in the Sacramento and San Francisco Bay areas on the VTEA Core Measures. In these workshops, I emphasized the use of the measures to improve programs. Although the measures were developed for compliance, they also provide the opportunity to focus our program review efforts. The core measures address:

1. Student achievement
2. Student program completions
3. Student placement and retention in employment
4. Non-traditional student participation and completion of programs.

My college district took the additional step to use the core indicators to develop longitudinal measures for programs so that faculty members are able to better assess the impact of any changes they've made. This also gives focus to areas of challenge. Student follow-up research has provided additional data about student success after program completions. Since a number of these measures also match up with PFE criteria, the measures serve a dual purpose. As a faculty member, I can look at the overall success of students in the program, not just my individual courses. If we identify a problem, the department can make adjustments and then measure the success. This process moves me closer to the goal of greater student success.

A shift to outcomes assessment will require a new set of skills. We know how to measure individual student achievement, but we may not know how to use outcomes assessments to measure the effectiveness of our programs and courses. If we change delivery systems, how do we determine whether they were effective? Should we rely on student grades or develop a more complex and comprehensive matrix? The outcomes assessment process helps determine what outcomes to measure, how to measure them, and how to develop a plan to implement and evaluate the effectiveness of our processes. Outcomes assessment systems include both qualitative and quantitative measures. It is imperative that we develop systems appropriate for our programs. The measurement system for vocational programs will be different from those of general education programs. There will be both common measures and unique measures to account for the unique goals and requirements of specific programs.

Yes, I am guilty of a commitment to accountability and continuous quality improvement. However I know that my students and my program will benefit from that commitment. Accountability is not a four-letter word for me. It's a process I use to improve my effectiveness for my students.

Norv Wellsfry is a professor of computer information science and accounting at Cosumnes River College in Sacramento and is co-chairman of the college's accreditation committee. He was an administrator at various colleges in California and Virginia for 26 years. Wellsfry is chairman of the working group for "Student Outcomes-Common Language" of the National Postsecondary Education Cooperative, National Center for Education Statistics.

CALENDAR

JUNE

Early to mid-June—Legislative budget conference committees of the Senate and Assembly meet; state budget bills sent to Senate and Assembly floors
15—Deadline for Legislature to pass state budget bill
Mid- to late June—Governor decides budget bill vetoes and signs state budget act and trailer bills
28-30—FACCC Board of Governors Retreat

JULY

1—Deadline for *FACCCTS* submissions
1—State of California's fiscal year begins

OCTOBER

1—Deadline for *FACCCTS* submissions
3-5—FACCC Conference, WestCoast Anaheim Hotel

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- CCC-PartTime-subscribe@yahoogroups.com (for part-time faculty issues)
- FACCC-Occ-Ed-subscribe@yahoogroups.com for vocational ed issues

Leave the subject and message blank, or simply write "SUBSCRIBE."

FACCC Endorses Gray Davis

by FACCC Political Action Committee
Chairman John R. McDowell, Rita Ramirez Dean-Land, Merylee Shelton, Mary Ann Newport, Rennee Moore

FACCC's role is to advance the interests of community college faculty. In this gubernatorial election, faculty members' interests are best furthered through an endorsement of Gov. Gray Davis' re-election. The bipartisan FACCC Political Action Committee recommended this decision to the bipartisan FACCC Board of Governors. Both entities unanimously agreed.

FACCC's decision is based on Davis' record on community colleges issues – not energy, the environment or abortion—and his prospects for victory.

Appointments Make a Difference

The California Community College Board of Governors directs system policy. Most of former Gov. Pete Wilson's appointees shunned FACCC's opinions on faculty issues. Davis' appointees have transformed this environment from rejection and hostility to interest and openness.

Enforcement of the 50 Percent Law, part-time faculty pro-rata pay and increased accountability for Partnership for Excellence expenditures are just three areas where the Davis appointees have made a qualitative difference for faculty. This board has the conviction to overrule the recommendations of the chancellor on issues of concern to FACCC, such as implementing the full-time hiring trigger and supporting whistleblower protection legislation.

Furthermore, the Davis appointees have aggressively sought money for human resources, such as the $57 million in part-time faculty compensation. This action would have been unthinkable under the prior board.

Budget: Support with Some Disagreement

The California Community Colleges are chronically and severely underfunded. Davis has not cured us of this problem.

But in his first two years in office, Davis signed two of the largest increases in system funding, $233 million and $493 million respectively. In the 2000-01 budget, moreover, Davis agreed to an expanded cost of living adjustment of 4.17 percent.

Last year, Davis revolutionized the state's commitment to part-time faculty by agreeing to $57 million in a compensation line item, and expanding the office hours program. His budget proposal for 2002-03 continues these funding streams.

Last year's veto of $98 million in scheduled maintenance and instructional equipment and library replacement materials was unconscionable and FACCC vigorously advocated a full restoration.

Davis obviously listened. He restored one-third of the money last year. Despite the $17.5 billion deficit, his January state budget proposal for next year includes a full restoration.

FACCC is fighting the proposed cuts to the 2002-03 budget. But what's notable is that in the midst of the state shortfall, Davis' January budget proposed to increase the community college budget by nearly $90 million.

We are not persuaded by the political rhetoric that Davis is the cause for the budget shortfall. From Jeb Bush in Florida to Jesse Ventura in Minnesota, governors across America face declining revenues. A national recession, exacerbated by the tragedy of Sept. 11, has caused state governments around the country to cut services and raise taxes (see sidebar, p. 7). Republican candidate Bill Simon has reportedly backtracked from this argument, noting that President George W. Bush is confronting similar troubles at the federal level.

Legislation: A Positive Record

Davis signed into law whistleblower and intellectual property protections, as well as substantial retirement benefit increases through a series of bills for a longevity bonus, higher purchasing power and creditable compensation.

For part-time faculty, Davis signed into law FACCC co-sponsored legislation that set into motion the move for pro-rata pay, enhanced health benefits and office hours. Davis also approved a measure making part-time faculty seniority a mandatory subject of bargaining.

Facilities: Exemplary Leadership

The Davis team took control over the campaign to approve Proposition 39—the initiative that lowered the voting threshold for local bonds from two-thirds to 55 percent. As a result of this effort, the March election featured victories in 13 out of 14 community college bond measures, bringing an additional $2.3 billion into the system.

On the state bond, Davis is the first governor to recognize that community colleges deserve a larger share of the money dedicated to higher education. This revolutionary departure from the traditional one-third split between CCC, California State University and University of California has led to a proposed 40-30-30 percent split on the Nov. 5 ballot.

More Retirement Enhancements Begin July 1

Creditable Compensation

On Sept. 30, 2000, Gov. Gray Davis signed Assembly Bill 2700 (Lempert), which created the California State Teachers' Retirement System "Creditable Compensation" program.

Beginning July 1, 2002, CalSTRS Defined Benefit Program members will see enhancements to their benefits due to expansion of both the service and compensation that are creditable. These include summer school, intersession and stipends for extra duties.

DB members who earn service credit in excess of one year will have that service credited to the member's Defined Benefit Supplement program account at the end of the fiscal year, June 30.

The new creditable compensation law can also increase your CalSTRS pension. Your total service credit and the pay rates for each type of service will have a bearing on final compensation.

Defined Benefit Supplement Program

On Jan. 1, 2001, AB 1509 (Machado) became effective. Over the past 1½ years, DB members have been contributing 2 percent of their salary to the Defined Benefit Supplement program.

The DBS program, which supplements your CalSTRS pension, provides for immediate vesting and a guaranteed rate of return, with the possibility of an additional earnings credit. Your account balance will not be printed on your CalSTRS annual statement until you achieve a balance of $3,500.

Upon retirement or disability, a member will be able to request payments in either a lump sum or as an annuity payable on a monthly basis.

Read more details about the enactment and implementation of these programs in the next issue of *FACCCTS*.

—Legislative Advocate Douglas Lindsey

Questions? Call (916) 447-8555 or e-mail *lindsey@faccc.org*.

Viability: History and Philosophy on Davis' Side

It's been 60 years since California has failed to re-elect a governor for a second term. We do not believe this string will be broken in 2002. Bill Simon was a virtual unknown just one year ago, and his victory over former Los Angeles mayor Richard Riordan does not necessarily translate to support in the general election.

In fact, the very positions that Simon staked to curry favor with conservative voters in the March primary may work to his detriment on Nov. 5. California has undergone a political demographic shift in the past 15 years, which makes it inhospitable for conservative candidates to win statewide elections.

While we are pleased that Simon has campaigned at a community college, his overall commitment to public education is suspect. On the K-12 side, he has suggested that the Edison Education Corporation can run troubled schools. This runs counter to FACCC's values, and we suspect, to the majority of California voters who twice rejected voucher initiatives.

Simon has also teamed with the Howard Jarvis Taxpayers Association to promote a property tax reduction ballot initiative for 2004. Since there is no guarantee that the state general fund could backfill a reduction in property taxes, this initiative could produce immeasurable harm to community colleges and K-12 education.

Conclusion: Best Choice for this Year

We harbor no illusions that the governor has solved the problems of the community college system. His agenda has been limited and his commitment, at times, has wavered.

Davis' overall record is nonetheless positive. And he has demonstrated the capacity to listen to our issues. Considering where we've been, we have come a long way. FACCC recommends Gray Davis for re-election.

This recommendation is based upon a thorough review and careful deliberation of Gov. Gray Davis' record. Please direct your comments or questions to FACCC PAC Chairman John R. McDowell at *faccc@aol.com*.

Off Track

Fanning the Flames for Adjuncts

by Russell Richardson, College of the Canyons

When politicians declare their candidacy for the presidency of the United States, campaign consultants frequently ask each other if the candidates have "fire in the belly." Teachers, consciously or unconsciously, make the same calculation. We look in the eyes of our colleagues and we know which ones have a passion for pedagogy.

Experience tells me that I'm just as likely to see a flame flickering in the eyes of an adjunct faculty member as a full-timer. Some adjuncts pull themselves to campus after a full day of work at another career. Others zoom between three campuses, lifting yet another set of notes and books from an "office" that shares space with a spare tire. Somehow they find spare energy as well and arrive to class with a smile.

And they arrive on our campuses *wanting* to stoke those fires through professional development. After working with adjunct instructors for 12 years I am convinced that any college that doesn't provide teaching improvement programs tailored to their needs is missing an opportunity to create a conflagration of teaching excitement and a bonfire of learning. That is the goal of The Associate Program for Adjunct Instructors at College of the Canyons.

In 1989 the college created a program of teaching improvement designed specifically for adjunct instructors, based on an assumption that the rewards for students would be just as great, if not greater, than focusing our efforts exclusively on full-time faculty. The Associate Program provides weekend workshops for adjuncts, pays a stipend for them to attend, and provides a permanent pay increase for faculty who complete the program. The program is administered and facilitated by a nine-person committee of full- and part-timers trained as facilitators.

There are three phases to the program. The first phase is an 18-hour Teaching Skills Workshop. It's based on the microteaching model and is similar to the instructional skills workshop offered at many community colleges around the state. Instructors teach 15-minute lessons to other faculty members in a small-group setting. They receive immediate analysis and are videotaped so they may assess their own performance at a later time. This workshop is six hours a day over three Saturdays.

The second phase of the program is an 18-hour Advanced Teaching Workshop. This is a collection of traditional teaching workshops on a changing set of topics. For example, we have frequently done a three- to four-hour block on active learning. There is a workshop on classroom assessment techniques. We usually spend three to four hours on instructional technology, changing the topics as new technology emerges. Some of the workshops are discussion-based. The participants select topics and a facilitator prepares materials and leads a general discussion on a particular "teaching challenge." The Advanced Teaching Workshop allows us to tailor the program to changing interests and changes in the institution, providing sufficient time to explore a topic in more depth than is possible in the Teaching Skills Workshop.

Special to *FACCCTS*

Facilitators Susan Crowther and Diane Stewart prepare equipment for a workshop.

The third phase is the Applied Teaching Demonstration. Each adjunct participant is paired with a facilitator who also acts as a mentor. The adjunct plans a lesson in coordination with the mentor and based on the principles introduced in the workshops. The mentor observes the lesson and gives the teacher suggestions. The mentee then writes a self-evaluation of the lesson that is submitted to the committee for approval.

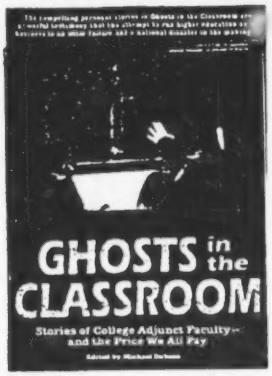
During the program participants are paid a stipend of $150 for each semester of participation. After completing the three phases, the adjunct is advanced to "Associate Adjunct Instructor" status and receives a 10 percent salary increase.

Adjuncts have responded enthusiastically to the program. There are always more applicants than places available. Anecdotally, participants report almost immediate changes in their teaching. Beyond the emphasis on teaching improvement they laud the opportunity that the program provides for them to simply connect with other faculty members on campus. They feel a stronger bond with the campus when they know other faculty members and a heightened interest in teaching when they are sharing it with others.

We have learned that adjunct faculty members are, in most cases, even more enthusiastic about professional development than full-time faculty. Campuses that tailor programs to the needs of adjuncts, including incentives and rewards for participation, find that they respond with fervor and passion. More importantly, campuses that stoke the fires of adjunct growth and development will produce increases in student achievement because a passion for teaching breeds a passion for learning.

Russell Richardson is chairman of the Political Science Department and coordinator of The Associate Program at College of the Canyons in Santa Clarita.

Ghosts in the Classroom Tells Familiar Tales



Ghosts in the Classroom: Stories of College Adjunct Faculty—and the Price We All Pay
Edited by Michael Dubson
Camel's Back Books, 2001
172 pages, paperback
$12.95.

Available from the online FACCC Book Service at *www.faccc.org*

Reviewed by Terri Cohn

She was in her mid-40s, taught art history and was more than 20 years out of graduate school. A freeway flyer, she had simultaneous careers as a writer, curator, visual artist and mother of school-age children.

This instructor lived three counties away from her primary college. She was given the chance to apply for her own job after years of part-time work. She was not hired, in deference to an instructor from out of the area with a new doctorate degree. Within weeks, she was re-offered her part-time position because the new instructor quit. She declined.

She was an adjunct professor in one of California's community colleges.

This tale of woe could easily be a chapter in *Ghosts in the Classroom*, a recent anthology of "horror" stories from college adjunct faculty and edited by Michael Dubson. However, it is an account of my own experiences.

For this reason, the book is somewhat validating. In his brief introduction, Dubson clearly states the basic difficulties that adjunct faculty face, especially the enormous amount of creative teaching energy that is wasted in resentment and contempt between part-time and full-time faculty ("no one else but the fast food industry allows so much of its principle [sic] work to be done by underpaid, expendable help").

He also asserts that schools have no right to offer teaching jobs under such compromised conditions (no benefits, no office space, no support) saying that "if teaching college is a profession, then all the people teaching need to be treated as professionals, not just some of them."

Dubson recognizes that half of the 1.1 million college and university teachers in the United States are adjuncts, and poses key questions. They include "What kind of teaching can such a person do? How does this kind of teaching positively affect his or her students? If they are able and willing to do the work for inadequate compensation, what, then, is good teaching worth?" Such inquiry naturally leads to the central issue, which is, "if teaching college is not a profession or important work, then we need to stop lying to ourselves and to each other about what a college education is all about, and what is really going on in college classrooms."

However, I find small consolation in the more than two dozen stories, written by remarkable people, whose fundamental belief in the value of teaching has been badly shaken by a system that seems less interested in teaching than in perpetuating a corporate educational structure where the ultimate losers are teachers and students.

The book poignantly presents the problems in the most powerful first-person voice, but offers few if any solutions, except the obvious ones: to work extra jobs to support one's idealized commitment to the profession, or to leave it (which some of the writers have).

This brings up the question of audience, which in my field today (art and art history) is a huge one. To expect adjunct faculty as the audience for this book is like preaching to the choir. To believe that administrators might change their point of view by reading it is equivalent to believing that one's ex-spouse might see your point of view.

Perhaps part-timers can use this book as a lobbying tool for targeting legislators.

Perhaps part-timers can use this book as a lobbying tool for targeting legislators who provide the funds to support such a system, with the small hope that there might be some real grassroots educational reform.

Or, maybe we just need a bright, ambitious screenwriter to adapt *Ghosts in the Classroom* as a 21st century version of *To Sir With Love*, starring a latter-day Sidney Poitier telling it like it is, through the only medium that people really seem to believe is the truth.

Terri Cohn is a Bay Area writer, artist, curator and professor of art and art history, who no longer teaches in the community colleges.

New Members

These new members joined between Jan. 15 and May 3. When you see them around campus, please welcome them to FACCC.

Allan Hancock College
Sarah Easton
Lauro Manalo
Ana Sofia Ramirez-Gelpi
Alice Renfurm
Danny Weil
American River College
Melinda Anderson
Brian Bates
Laurence Dumais
Azin Enshai
Connie Ferrara
Anthony Giusti
Rebecca Hayes
Kamau Kinuthia
Marianne Kress
Oranit Limmaneeprasert
Jiayi Ling
Jacqueline Mathis
Ron Morris
Lynn Ott
Meg Pollard
Marsha Reske
Deboleena Roy
Janine Schenone
James Sipes
Geoffrey Stockdale
Clarence Stokes
Bruce Thomas
Jane Watson
Cynthia Youngs
Barstow College
Dennis Conrad
Butte College
Steven St. Cin
Cerro Coso College
Christopher Cooper
Chabot College
Marcia Kolb
Michelle Sherry
Susan Tong
Soe Win
Sherri Yeager
Diane Zuliani
College of Alameda
Sandra McGee
College of Marin
Ingrid Schreck
College of San Mateo
Matthew Leddy
Robert Ratto
College of the Canyons
Lisa Hooper
College of the Desert
David Acquistapace
Robbie Certain
John LaFontaine
College of the Redwoods
Connie Wolfsen
College of the Sequoias
Cynthia De Lain
Columbia College
Shelley Attix
Compton College
Linda Butler
Robinson Sirkegian
Copper Mountain College
Antoine Thomas
Cosumnes
Folsom Lake Center
Alice Textor

Crafton Hills College
Robert Crise, Jr.
Cypress College
Sally McNay
East Los Angeles College
Alison Davis
Sheryl Eden
Michelle Hernandes-Payan
Linda Kallan
Walter Kangas
El Camino College
Rita Fork
Foothill College
Bonny Le Pape
Fresno City College
Katherine Allison
Thomas Halls
Jean Kulbeth
David Riley
Linda Vang
Denise Woolsey
Gavilan College
Jennifer Ferro
Glendale Community College
Elodia Collins
Grossmont College
Patricia Bennett
Patricia Bradley
Joel Castellaw
Judy Dirbas
Mary Donnelly
Susan Gonda
Teresa Jacob
Janice Johnson
Joseph Medina
Julie Middlemas
Craig Milgrim
Stephanie Mood
Michael Perez, Jr.
Nathan Poage
Curtis Stevens
Hartnell College
Frank Carbajal
Andrea King
Imperial Valley College
Cathy Zazueta
Irvine Valley College
Patricia Hays
Marie Sawaya
Las Positas College
Cynthia Ross
Long Beach City College
Jordan Fabish
Stephen Perry
Los Angeles City College
Brenda Bell
Kimberly Bretz
Aaron Brown
Luis Flores
Gregory Gonsalves
Raymond Hastey
Richard Lewis
Andrzej Mezynski
Danielle Muller
Susan Niemeyer
Patricia Schmolze
Mozhgan Tavakoli
Nancy Washburn
Linda Wilbur
Los Angeles Mission College
Donna Ayers
Bonnie Sherman
Los Angeles Pierce College
Marva Brooks-Allman
Gwen McCants
Robert Rois
Tiziana Serafini
Christina Shultz
Los Angeles Southwest College
Mildred Drake
Los Angeles Trade-Technical College
Bobby Corbin
Jody Klipple
Maria Lopez
Deirdre Wood
Los Angeles Valley College
Diana Barnes
Meredith Kurz
Merced College
Rox Ann Sparks
Christine Van Loon
MiraCosta College
Ty Liles
Modesto Junior College
Kimberly Kennard-Womack
Harold Martin
David Nordin
Mt. San Antonio College
Lina Bazan
Lynn Briganti
Kelly Ford
Dafna Kohn
Karen Salter-Moss
Ohlone College
Nadia Hamidi
Kaine Lim
Vern Piumarta
Joyce Tanaka
Barbara Tull
Orange Coast College
Candice Pettus
Ricardo Soto
Palomar College
Chantal Maher
Kevin Struxness
Pasadena City College
David Evans
Christopher McCabe
Porterville College
Kelly Leslie
Reedley College
David Komanapalli
Jean Unruh
Riverside City College
Scott Brown
Sacramento City College
Gary Adams
Derrill Bodley
Richard Erlich
Gayle Pitman
Lalita Prakash
Christopher Seddon
Wendy Slobodnik
Leila Stone
Saddleback College
Melissa Berta
Suzanne Crawford
Catalina Durazo-Senkbeil
Andrew Dzida
Eva Hodjera
Mary Hunt
Katherine Sleep
Melinda Smith
Lyndell Stonick
Victor Tran
San Bernardino Valley College
Alisa Aguilar-Kitibutr
George Fleming
San Diego City College
Elizabeth Andersen
San Diego Mesa College
Guadalupe Gonzalez
San Diego Miramar College
Judy Harris
San Francisco CC Downtown
Nick Maffei
San Jose City College
Jussi Rajna
Gina Ronzano
Santa Ana College
Joseph Geissler
Santa Barbara City College
Tara Thirtyacre
Santa Monica College
Raymonde Amir
Stephen Anaya
Ellen Antoine
Craig April
Camille Atkinson
Kenny Baldwin
Shelley Beringhele
Lawrence Boone
William Bryant
Edgar Carlos
Henrietta Charles
Elizabeth Chavez
Joyce Cheney
Reka Clausen
Constance Cornell
Karen Dumas
Melissa Edson
Michael Eggert
Donna Fontana
Edward Freeman
Alessandro Grippo
Katherine Haberkern
Cedric Hackett
Jenny Hager
Judi Hauswirth
Kimberly Hawks
Anthony Hayes
Geraldine Holden
Jorge Huinquez
Major Johnson
Maria Johnson
Jamie Johnson
Meric Keskinel
Sophia Kim
Susan Kim
Carol Kozeracki
Bradley Lemonds
Charles Mattson, Jr.
Melissa Michelson
Panagiota Nicholakos
Ofunne Obiamiwe
Audra Penchansky
Synthia Pilic
Fernando Ramirez
Marcela Redoles
Crystal Robbins
Tammy Robinson
Joseph Ryan
Serena Santillanes
Sarita Santos
Barbara Schelbert
Elisha Shapiro
Ronald Sienzak
Boo Su
Kary Tan
Rosilynn Tilley
Arthur Verge
Kristin Walker
Elisabeth Waters
Kofi Yankey
Janice Yudell
Victor Zinenberg
Virginia Zywot
Santa Rosa Junior College
Wanda Bynum
John Daly
Santiago Canyon College
Lucy Carr-Rollitt
Rodolfo Frias
Jennifer Gonzalez
Anne Hauscarriague
Alice Ho
Elizabeth Hoffman
Margaret Manson
Sandra Mayo
Kathleen McCann
My-Le Pham
Fernanda Solis
Barbara Sproat
Ayaz Yusuf
Solano Community College
Ginger Cain
William Greene
James Long
Sandra Rotenberg
Brian Stevens
Southwestern College
Caree Lesh
Danielle McAneney
Patricia Pollock
Taft College
Gary Graupman
Ventura College
Denise Bryne
Victor Valley Comm. College
Robert Johnson
Robert Johnson
West Hills College
Marlon Hall
Mary Susan Kincade
Ray Smith
Kenneth Sowden
West Los Angeles College
David Newell
West Valley Mission College
Linda Engelking
Tom Golbetz
Yanghee Kim
Darrell Linthacum
Nancy Romer
Woodland Community College
Evelia Genera
Yuba College
John May

176

TRAINS, PLANES AND AUTOMOBILES

It pays to recruit new members.

More than 50 faculty members recruited this year. The majority of new members sign up because someone takes the time to talk with them and invite them to join. You can't beat the personal touch.

The following faculty members are the top recruiters for this year and have received many gifts, including paid registration to the Oct. 3-5 FACCC conference in Anaheim and a trip for two anywhere in the United States. FACCC will furnish a rental car, a train trip and the airplane flight.

- **Jim Custeau,** Cuyamaca College, recruited 56 new members—wow!
- **Del Nelson,** American River College, 22
- **Michael Odanaka,** Compton College, 22
- **Marcia Corcoran,** San Jose/Evergreen colleges, 15
- **Carolyn Fisher,** Mission Valley College, 15

Congratulations!

Next year's campaign will be "New York, New York."

If you love New York and wish to visit this beautiful city, I suggest you begin thinking of colleagues you can invite to join FACCC. You don't have to do it alone and it's possible to recruit 10 new members in one day.

This can be done two ways: invite me to walk the campus with you or arrange an orientation for newly-hired faculty so that I can give a presentation on the "big picture" of the community colleges. During the orientation, sign them up all at once. It's that easy.

Questions? Call me at (916) 447-8555 or e-mail *LyndonMT@aol.com*

—Membership Director Lyndon Marie Thomson

For more information, trip suggestions and recruiting tips see www.faccc.org

Taking Chances

FACCCTOTUM

The guy who takes a chance, who walks the line between the known and unknown, who is unafraid of failure, will succeed.
—Gordon Parks

Make voyages!-
Attempt them!-
There's nothing else...
—Tennessee Williams

Do not fear death so much, but rather the inadequate life.
—Bertolt Brecht

What you risk reveals what you value.
—Jeanette Winterson

All growth is a leap in the dark, a spontaneous unpremeditated act without the benefit of experience.
—Henry Miller

Man's main task is to give birth to himself.
—Eric Fromm

Make visible what, without you, might perhaps never have been seen.
—Robert Bresson

Don't ever let reality get in your way.
—Ellen Troyer

The very core of being an activist is being true to yourself.
—Susan Sarandon

Use your imagination not to scare yourself to death but to inspire yourself to life.
—Adele Brookman

Risk! Risk anything! Care no more for the opinions of others, for those voices. Do the hardest thing on earth for you. Act for yourself. Face the truth.
—Katherine Mansfield

10 Things To Do at www.faccc.org

- ✔ Read daily articles from top newspapers around the state
- ✔ Click on What's New for the latest FACCC news and announcements
- ✔ Write a letter to the governor and legislators using FACCC sample letters
- ✔ Study text & summaries of legislation
- ✔ Scan faculty and staff job listings
- ✔ Learn how to win a trip to New York
- ✔ Answer the Question of the Month
- ✔ Buy books, CDs and other merchandise from the FACCC Book Service
- ✔ Register for a workshop or conference
- ✔ See a list of opportunities to get more involved in FACCC

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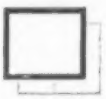

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